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ABSTRACT

The reading, writing, and numeracy skills of adults in Wales were examined by interviewing 2,853 adults aged 16-64 years. A quota sampling method and weighting procedure were used to obtain a study sample that was representative from the standpoints of age, gender, and geographic location. Respondents completed 12 literacy and 8 numeracy tasks encountered in everyday life. Of those surveyed, 2% had difficulty spelling easy words, 32% had trouble spelling more complex words, 6% had very low reading skills, 10% had low reading skills, 15% had very low numeracy skills, and 29% had low numeracy skills. Problems with literacy and numeracy were found in all age groups but were more frequent among women than among men. Consistent relationships were found between poor basic skills, unemployment, and social class. Individuals with poor basic skills were most likely to have left school at 16. Of the eight local education authorities in Wales when the study was undertaken, Mid Glamorgan and Gwent were the two with the most literacy and numeracy problems. Fluent Welsh speakers were less likely to have very low or low reading skills than were non-Welsh speakers. (MN)

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ED 419 161

LITERACY & NUMERACY SKILLS IN WALES

A survey of the reading, writing and numeracy skills of people between the ages of 16 and 64

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The Basic Skills Agency

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Foreword

This report is about the literacy and numeracy standards of adults in Wales. The survey was carried out during the Autumn of 1995 and involved a sample of nearly 3000 people between the ages of 16 and 64. The sample was representative and of a good size, allowing us to obtain reliable information about the level of skill of people living in Wales. In previous research, based on samples in England and Wales, we did not have enough data to draw out detailed information on Wales. So, for example, we could not examine contrasts between different age groups or men and women, nor could we look at correlations between basic skills levels and a range of geodemographic factors. At the time of the survey there were, of course, just eight Local Education Authorities in Wales and the data we give relates to those areas.

This research shows that a significant number of people in Wales have quite limited literacy and numeracy skills. This is the case across all the age groups, from 16-64. Some of the lowest scores were found in the youngest age group, from 16-18. The research gives a stark picture of the relationship between poor basic skills, lack of qualifications and unemployment. Approximately two thirds of those with poor literacy or numeracy had no qualifications compared with a quarter of those with good literacy and a fifth of those with good numeracy. Among men aged 19 to 24 those with poor literacy were four times as likely to be unemployed as those with good literacy.

The findings underline the imperative to extend courses through Wales which give people an opportunity to improve their basic skills. Good literacy and numeracy play a fundamental part in the confidence with which we approach everyday tasks, at home. At work, jobs require increasing skills and qualifications. Without them a large group of people is marginalised. This research shows, emphatically, that we need to take urgent action to raise standards and ensure that everyone can play their full part in society.

We are grateful to Beaufort Research Ltd., based in Cardiff, and particularly to Geoff Hiscocks, for conducting this survey on the Agency's behalf. We would also like to thank John Bynner and Samantha Parsons of City University. They re-computed the data and analysed it in a way which is consistent with the range of earlier surveys published by the Agency, based on the large scale data-set in the National Child Development Study, held by City University.

Although the data has been provided by Beaufort Research Ltd and City University, the Basic Skills Agency has been responsible for interpreting and assessing the results of the survey.

Alan Wells OBE
Director
The Basic Skills Agency

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Summary

- The research covered a representative sample of over 2,000 adults aged 16-64
- Respondents completed 12 literacy and 8 numeracy tasks covering everyday tasks
- Those giving no correct answer in spelling ranged from 2% with the easiest words to 32% with more complex words
- In reading 6% had very low skills and 10% low skills
- In numeracy 15% had very low skills and 29% low skills
- More women had problems both in literacy and numeracy
- Problems were found across all age groups. Younger women and those aged 55-59 were more likely to have poor reading skills. Older women and men in their early twenties were more likely to have poor numeracy skills
- There was a consistent relationship between poor basic skills and unemployment:
  - 24% of men aged 19-24 with very low and low reading skills were unemployed compared with 6% of those with good skills
  - 39% of women aged 19-24 with very low and low reading skills were 'unwaged' compared with 12% of those with good skills
- Those with poor basic skills were more likely to have left school at 16 and to have no qualifications:
  - two thirds of men and women with low and very low reading skills or very low numeracy had no qualifications compared with a quarter of those with good reading skills and a fifth of those with good numeracy skills
  - approximately 9 in 10 men and women aged 45-54 with very low and low reading skills had no formal qualifications – twice the proportion of those with good skills
- There was a consistent relationship between poor basic skills and social class: almost half the men and women with poor basic skills were in social classes D or E

Summary

- When the research was undertaken there were eight local education authorities in Wales. Those showing the greatest levels of difficulty were Mid Glamorgan and Gwent. The relationship between social class and poor basic skills was significant, within the different geographical areas
- Fluent Welsh speakers were less likely to have very low and low reading skills than non Welsh speakers
- More detailed analysis, with a larger sample, would be needed to be certain of other correlations between patterns of language fluency and poor basic skills
- The research underlines the importance of extending courses through which those with poor basic skills could improve their literacy and numeracy, and have the opportunity to participate fully in society

Basic skills – reading, writing and basic numeracy – are the critical underpinning skills for everyday and working life. A solid grounding in these essential skills has become more important in recent years.

We define basic skills as:

The ability to read, write and speak in English and use mathematics at a level necessary to function and progress at work and in society in general.

In Wales basic skills includes the ability to read and write Welsh for people whose mother tongue is Welsh.

Poor basic skills affect individuals in their everyday life, and have a damaging effect on confidence. There is also a consistent connection between poor basic skills and unemployment. Almost 90% of jobs require good communication skills, including reading and writing; the majority of jobs require some basic maths. Basic skills have become more important in the last few years because of new health and safety regulations and changes in work organisation. Jobs that do not need basic skills are disappearing rapidly and people with basic skills problems are likely to experience long and frequent periods of unemployment[1].

It is important to know as much as possible about the scale of the problem and its characteristics. To this end we have commissioned a number of surveys across England and Wales. These have established the need among young people (21 year olds)[2], six age cohorts in their early 20s, 30s, 40s, 50s, 60s and 70s[3], and Linguistic Minorities[4]. These surveys have covered England and Wales as a whole. They have been relatively small scale and have been broadly representative of the spread of the population. It has therefore been difficult to use them to look in any detail at Wales on its own, or at parts of England.

1. This research, by the Institute of Manpower Studies (now the Institute of Employment Studies), involved a survey of employers' attitudes in 73 TEC areas covering 24,075 firms and 1.3 million jobs. The research found a good deal of dissatisfaction with the basic skills of the workforce among employers. It suggested that at the lowest level of performance with basic skills a person was only likely to be able to get 1 in 50 jobs. *Basic Skills and Jobs* Institute for Manpower Studies, ALBSU 1993.
2. *The Basic Skills of Young Adults* Ekinsmyth and Bynner, Basic Skills Agency 1994.
3. *Older and Younger: The basic skills of different age groups* Basic Skills Agency 1995.
4. *Lost Opportunities The Language Skills of Linguistic Minorities in England and Wales* Basic Skills Agency 1996.

The survey

A representative sample of people between the ages of 16 and 64 living in Wales was drawn up by Beaufort Research Ltd. A total of 2,853 interviews was completed between mid-September and the end of November 1995. The results of the survey were weighted to reflect the composition of the population of Wales (see Methodological Note on p31).[5] The bulk of each interview consisted of a series of assessment tasks which covered a range of reading, writing and basic numeracy skills at varying levels of difficulty. Most of the tasks, based on a larger set developed by the National Foundation for Educational Research, had been field tested in a series of local surveys conducted earlier. They were designed to test the application of literacy and numeracy skills to everyday or working life. A second part of the interview was designed to provide demographic information.

5. 2328 interviews provided useable data for literacy, 2061 provided useable data for numeracy.

There were 12 literacy tasks covering reading, spelling, punctuation and form filling. The reading tasks ranged from understanding a very short, simple piece of text to extracting information from a quite complex article. They were based on:

- **a simple note, asking someone to do some shopping for them;**
- **instructions explaining how to change batteries in a radio;**
- **a short and simplified newspaper article;**
- **a short magazine article on different types of cereals;**
- **a single page local information leaflet;**
- **a two page newspaper article.**

People in the survey were asked to spell three groups of words, given in the context of a sentence, and to proof read two passages and insert the correct punctuation. They were also asked to fill in a mock job application form. This task was designed so that those with poor writing skills could simply fill in their name and address, whilst those with better skills would be able to write several paragraphs of text.

Task 1

People were given the following words, in a sentence, and asked to spell them. The percentages show those giving an incorrect answer.[5]

would	**5%**
because	**9%**
apply	**10%**
writing	**13%**
complain	**8%**

spelt none of these words correctly.

spelt them all correctly.

Task 2

People were given the following words, in a sentence, and asked to spell them. The percentages show those giving an incorrect answer.

apologise	**42%**
unfortunately	**44%**
allowance	**21%**
receive	**42%**
sincerely	**42%**

spelt none of these words correctly (men 17%, women 13%).

spelt them all correctly.

The percentages giving **no** correct answers, across the age groups, were:[7]

16 – 18	**19%**
19 – 24	**12%**
25 – 34	**14%**
35 – 44	**11%**
45 – 54	**18%**
55 – 59	**16%**
60 – 64	**17%**

5 Throughout this report the figures are based only on those who answered the questions; they exclude those who did not know or understand how to do the task, or refused to do it.

7 We have given breakdowns by gender, age and area only in cases where they show notable variation.

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Findings

The percentages giving **no** correct answers by LEA were:

Clwyd	8%
Dyfed	10%
Gwent	17%
Gwynedd	19%
Mid Glamorgan	22%
Powys	15%
South Glamorgan	17%
West Glamorgan	6%

Task 3

People were given the following words, in a sentence, and asked to spell them. The percentages show those giving an incorrect answer.

immediately	47%
necessary	52%
occasionally	57%
accommodation	66%
maintenance	47%

32% spelt none of these correctly (35% men; 29% women).

3% spelt all the words correctly.

The percentages giving **no** correct answers across the age groups were:

16 – 18	41%
19 – 24	29%
25 – 34	32%
35 – 44	28%
45 – 54	34%
55 – 59	36%
60 – 64	36%

Findings

The percentages giving **no** correct answers, by LEA, were:

Clwyd	**30%**
Dyfed	**19%**
Gwent	**38%**
Gwynedd	**37%**
Mid Glamorgan	**42%**
Powys	**28%**
South Glamorgan	**37%**
West Glamorgan	**20%**

Task 4

People in the survey were asked to proof read the passage opposite and insert the correct punctuation marks.

When you play the National Lottery you choose six numbers between 1 and 49. It is important that you dont mark seven numbers on the ticket otherwise the computer will reject it. If you want to use the same numbers again and again for example four weeks running its possible to mark this on the ticket.

could not put any correct punctuation into the passage.

put in all punctuation correctly.

Task 5

People were also asked to proof read a second, more difficult, piece and insert the correct punctuation marks.

The arrangements for employees pensions have not been properly administered. A number of staff are affected in the following departments sales, marketing and operations. It would be helpful if the guidance notes, A Guide to Pension Arrangements, could be circulated as soon as possible.

could not insert any punctuation correctly.

put in all punctuation correctly.

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Task 6

People were asked to read a short note and answer three questions:

- What does Jo want Pat to do for her?
- Why does she ask Pat to do the shopping?
- What time does Jo expect to return home?

failed to answer any part of the question correctly.

answered the whole question correctly.

Dear Pat,

As I am going to be late home from work today I would be very grateful if you could buy some items for me on your regular trip to the supermarket. I shall need:

a large loaf of sliced brown bread
a jar of marmalade
a packet of cornflakes
1 pound of apples
1 packet (1 kg) of basmati rice
2 small plain yoghurts

I enclose £10.00 to cover the cost of these items.

I hope to see you at about 9 o'clock this evening.

Thank you very much for your kindness.

Jo

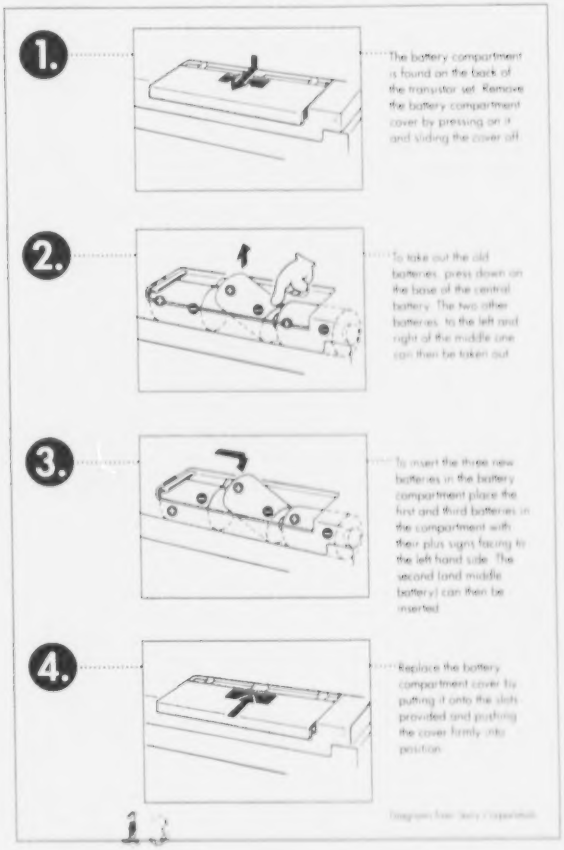
Task 7

People were asked to read a set of instructions for changing the batteries in a radio and answer three questions:

- Where is the battery?
- Which of the old batteries should be removed first?
- Which of the three new batteries should be inserted last?

failed to answer any part of the question correctly.

answered the whole question correctly.


1.
The battery compartment is found on the back of the transistor set. Remove the battery compartment cover by pressing on it and sliding the cover off.
2.
To take out the old batteries, press down on the base of the central battery. The two other batteries, to the left and right of the middle one can then be taken out.
3.
To insert the three new batteries in the battery compartment place the first and third batteries in the compartment with their plus signs facing to the left hand side. The second (and middle battery) can then be inserted.
4.
Replace the battery compartment cover by putting it onto the slots provided and pushing the cover firmly into position.

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Task 8

People were asked to read a short newspaper article and answer three questions:

- What are we told about Whisky's condition when she walked into the distillery in Scotland?
- How did she survive without food?
- Where is Whisky now?

failed to answer any part of the question correctly.

answered the whole question correctly.

Task 9

People were asked to read a magazine article and answer four questions:

- Approximately how many different types of grass are there in the world?
- The names of three types of cereal?
- Which cereal grows well in poor, sandy soil?
- How is flour made from wheat?

failed to answer any part of the question correctly.

answered the whole question correctly.

The Stowaway Cat

Whisky the cat had only planned to curl up for a quick snooze after a night on the tiles in Louisville, Kentucky. She ended up nursing a bad hangover after spending thirty days in a used whisky barrel while crossing the Atlantic Ocean by ship.

The young black and white cat survived without food by licking the dregs from the wooden barrel. When she walked unsteadily into the whisky distillery in Keith, Scotland, she was very much the worse for wear.

"She was struggling to get to her feet, not just through lack of food, but because she would also have been somewhat affected by the whisky", said company boss John Watson.

The police, who were called to look into this unlawful entry, said cat stowaways are usually destroyed. But the company decided to spare what was left of Whisky the cat's nine lives.

"It seemed the only decent thing to do after all she has been through. It's amazing that she's still alive."

Whisky is now serving out her time in a cattery. She had lost weight during the journey by ship but was able to get vital nourishment from the whisky dregs.

The Importance of Cereal Grasses in Providing Essential Food

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Across the age groups the percentages who did not answer the whole question correctly were:

16 – 18	48%	45 – 54	37%
19 – 24	35%	55 – 59	34%
25 – 34	38%	60 – 64	43%
35 – 44	31%		

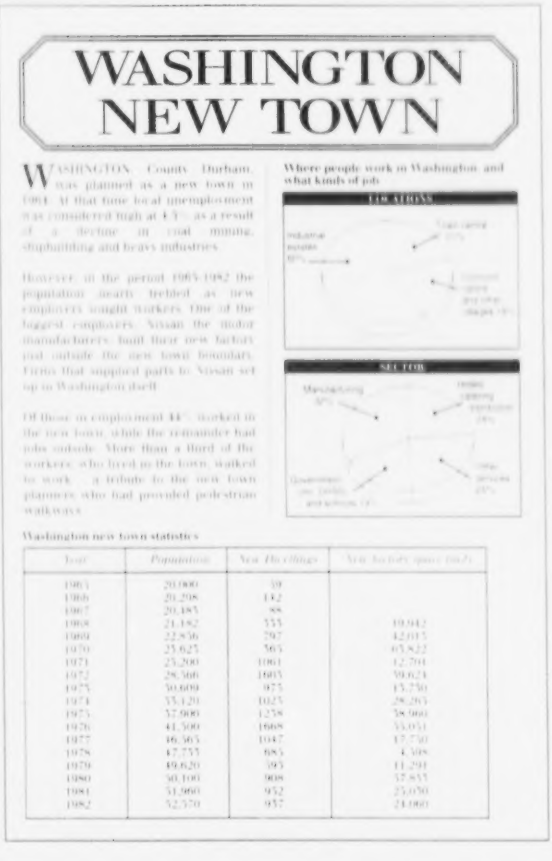
Task 10

People were asked to extract information from a single page leaflet and answer three questions:

- During the period 1965-1982 in which year was the greatest amount of new factory space being made available?
- What percentage of people work in the Town Centre and in the Concord Centre and other villages?
- How do we know that pedestrian walkways have proved very successful?

failed to answer any part of the question correctly.

answered the whole question correctly.



WASHINGTON NEW TOWN

WASHINGTON – County Durham – was planned as a new town in 1964. At that time local unemployment was considered high at 4.3% as a result of a decline in coal mining, shipbuilding and heavy industries.

However, in the period 1965-1982 the population nearly trebled as new employers sought workers. One of the biggest employers, Nissan the motor manufacturers, built their new factory just outside the new town boundary. Firms that supplied parts to Nissan set up in Washington itself.

Of those in employment 44% worked in the new town, while the remainder had jobs outside. More than a third of the workers who lived in the town walked to work – a tribute to the new town planners who had provided pedestrian walkways.

Where people work in Washington and what kinds of job

Washington new town statistics

Year	Population	New Dwellings	New factory space (sq ft)
1963	20,000	59	
1966	20,298	132	
1967	20,185	98	
1968	21,182	535	10,943
1969	22,856	797	42,015
1970	25,625	565	65,822
1971	25,200	1061	12,704
1972	28,566	1603	59,623
1975	30,600	975	15,750
1974	33,120	1025	29,263
1975	32,900	1258	38,960
1976	41,500	1668	53,031
1977	46,365	1047	17,730
1978	47,735	885	4,509
1979	49,620	993	11,291
1980	50,100	909	37,435
1981	51,960	932	25,050
1982	52,570	957	24,000

Across the age groups the percentages who did not answer the whole question correctly were:

16 – 18	47%	45 – 54	46%
19 – 24	34%	55 – 59	46%
25 – 34	31%	60 – 64	48%
35 – 44	36%		

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Task 11

People were asked to read a page of text and say whether the following statements were true or false:

- Between 1971 and 1991 the number of divorces has more than trebled.
- Since 1971 there has been a decrease in the number of people living alone.
- In 1991 just over 17 per cent of families with dependent children were headed by a lone mother.

failed to answer any part of the question correctly.

answered the whole question correctly.

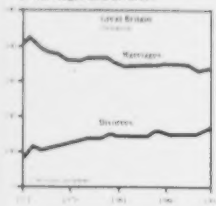
Households & Families

Marriage and divorce

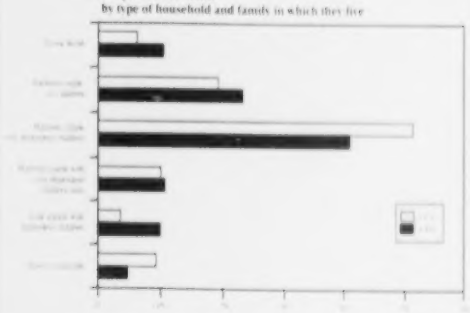
Families

Households

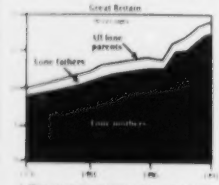
1 Marriages and divorces



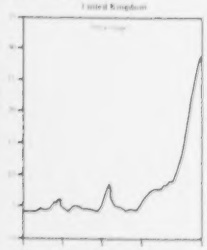
2 People in households by type of household and family in which they live



3 Families headed by lone mothers and lone fathers as a percentage of all families with dependent children



4 Live births outside marriage as a percentage of all births



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Findings

Task 12

People were asked to fill in a mock application form for a job.

could only fill in very basic information.

could complete the whole form.

APPLICATION FOR A TEMPORARY POSITION AS ORGANISER OF A SUMMER CAMP FOR DISABLED CHILDREN

Please use BLOCK letters

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Of those who could only complete very basic information [illegible] were women and [illegible] were men. The percentages who were able to fill in only very basic information, by age, were:

16 – 18	12%	45 – 54	12%
19 – 24	5%	55 – 59	16%
25 – 34	9%	60 – 64	17%
35 – 44	9%		

The Numeracy Tasks

There were 8 numeracy tasks, again of varying levels of difficulty. These tasks covered:

- **calculating change**
- **working out time taken to do something**
- **calculating the area of a room**
- **setting a central heating timer switch using the 24 hour clock**
- **sharing costs of entertainment with friends**
- **extracting financial information from a simple chart**
- **working out a restaurant bill including a percentage service charge**
- **interpreting a graph.**

Task 1

People were asked how much change you would get from £2 after buying a loaf of bread (68p) and two tins of soup (45p each).

got the wrong answer.

SHOPPING FOR A NEIGHBOUR

a loaf of bread

68p each

two tins of soup

45p each

The percentages giving an incorrect answer, by age group, were:

16 – 18	**35%**
19 – 24	**22%**
25 – 34	**20%**
35 – 44	**20%**
45 – 54	**24%**
55 – 59	**23%**
60 – 64	**24%**

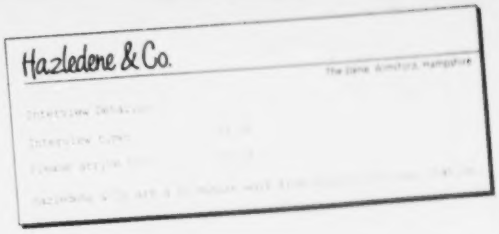
Task 2

People were shown a simple timetable and asked which train would get them to a job interview on time, including a ten minute walk from the station, and the time of arrival at the company's offices.

got both answers wrong.

got the whole answer right.

PLANNING A ROUTE FOR A JOB INTERVIEW



British Rail ⇄ Timetable

Morton to Turnerstone				Mon-Fri
Morton	10.17	10.37	10.57	11.17
Graves End	10.21	10.41	11.01	11.21
Newgate	10.32	10.52	11.12	11.32
Appleby	10.40	11.00	11.20	11.40
Meadstone	10.49	11.09	11.29	11.49
Almsford	10.55	11.15	11.35	11.55
Turnerstone	11.01	11.21	11.41	12.01
Turnerstone to Morton				**Mon-Fri**
Turnerstone	12.24	12.59	13.34	13.59
Almsford	12.30	13.05	13.40	14.05
Meadstone	12.36	13.11	13.46	14.11
Appleby	12.45	13.20	13.55	14.20
Newgate	12.53	13.28	14.03	14.28
Graves End	13.04	13.39	14.14	14.39
Morton	13.08	13.43	14.18	14.43

Task 3

People were asked to calculate the area of a room 21ft x 14ft. They could use a calculator or pen and paper if they wished.

got the wrong answer (33% of men and 53% of women).

answered correctly.

THE AMOUNT OF FLOOR SPACE IN A ROOM

20

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Findings

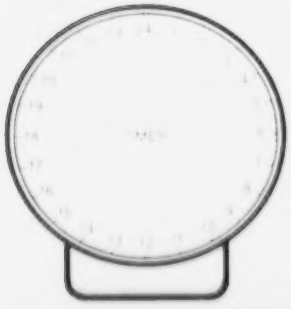
Task 4

People were asked to indicate four settings on a central heating timer. The task involved an understanding of the 24 hour clock.

could not give a correct answer to any of the questions.

answered all parts correctly.

Set the timer to start at 6.00 am
to stop at 8.30 am
to start at 5.00 pm
to stop at 11.00 pm



Task 5

People were asked to calculate the total cost of a take-away pizza and two videos and divide it equally between six friends. They could use a calculator if they did and paper if they wished.

did not answer either part correctly.

answered one part correctly.

answered both parts correctly.

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Findings

Task 6

People were asked to answer three questions based on information in a chart outlining spending by a local council; they had to round expenditure to the nearest million.

did not answer any part correctly.

answered all parts correctly.

CITY COUNCIL SPENDING 1993 AND 1994 (£ MILLION)

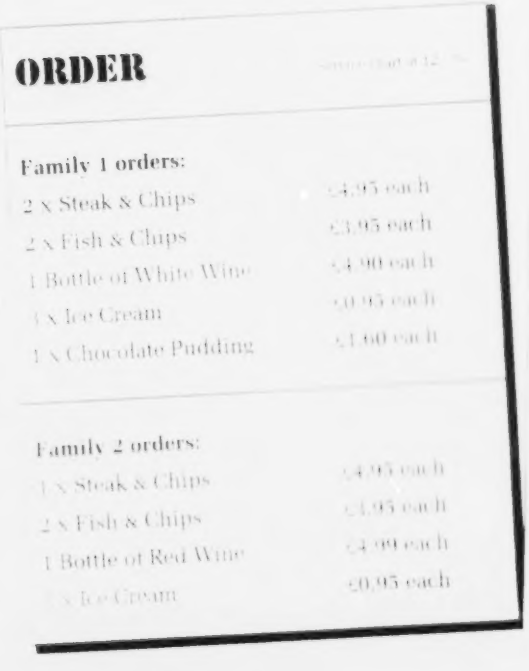
DEPARTMENT	1993 (£m)	1994 (£m)
EDUCATION	23.73	24.28
HOUSING	6.24	5.96
CLEANSING	2.16	2.87
FIRE	1.99	2.31
POLICE	8.80	10.34
AMBULANCE	2.85	3.02
OTHER	6.50	10.25
TOTAL	52.27	58.85

Task 7

People were asked to add up a restaurant bill and work out the 12.5% service charge. They could use a calculator or pen and paper if they wished.

did not answer either part correctly.

answered both parts correctly.



ORDER

Family 1 orders:

2 x Steak & Chips	£4.95 each
2 x Fish & Chips	£3.95 each
1 Bottle of White Wine	£4.90 each
3 x Ice Cream	£0.95 each
1 x Chocolate Pudding	£1.60 each

Family 2 orders:

1 x Steak & Chips	£4.95 each
2 x Fish & Chips	£4.95 each
1 Bottle of Red Wine	£4.90 each
2 x Ice Cream	£0.95 each

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Findings

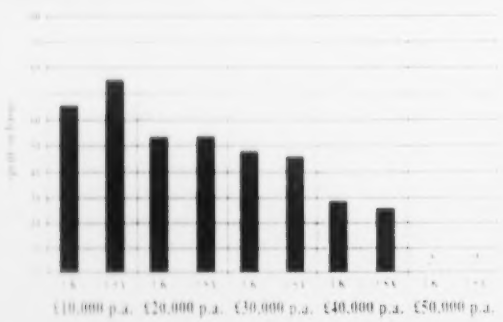
Task 8

People were asked to interpret a bar chart and a line graph and answer four questions. They could use a calculator or pen and paper if they wished.

did not answer any part correctly (5% of men and 10% of women).

answered all parts correctly.

SPENDING ON BASICS GRAPH



EARNING vs COST OF LIVING GRAPH

Prif ganfyddiadau

Mae canlyniadau'r arolwg, gan ganolbwyntio ar ddarllen a rhifogrwydd, wedi cael eu dadansoddi gan yr un dull a ddefnyddiwyd i fesur lefelau sgiliau sylfaenol mewn astudiaethau o'r Astudiaeth Datblygiad Plant Cenedlaethol. Mae hyn yn golygu grwpio'r rhai yn yr arolwg yn ôl eu sgoriau. Mae'n bwysig tanlinellu'r pwynt fod y ffigyrau cyffredinol ar gyfer llythrennedd yn y tablau isod yn delio gyda darllen yn unig. Fel mae'r canlyniadau ar dudalennau 5 a 6 yn ei ddangos, gall sillafu, ysgrifennu a llenwi ffurflenni achosi problemau i ganran fwy o'r boblogaeth.

Llythrennedd

Mae gan tua 6% o bobl yn yr arolwg yng Nghymru broblemau gyda darllen. Roedd gan 10% pellach o bobl yn yr arolwg sgiliau darllen cymharol wael. Roedd gan 34% o'r rheini yn yr arolwg lefelau 'cyffredin' o sgiliau darllen ac roedd gan 51% sgiliau darllen da.

Isel iawn	**6%**
Isel	**10%**
Cyffredin	**34%**
Da	**51%**
rh =	2328

Wrth ddadansoddi rhai o'r nodweddion a gysylltir yn gyson â sgiliau llythrennedd mewn adrannau diweddarach o'r adroddiad hwn, yr ydym wedi cyfuno'r grwpiau 'isel iawn' ac 'isel'.

Rhifogrwydd

Cwnaeth cyfran arwyddocaol o bobl rhwng 16 a 64 yng Nghymru yn wael wrth gael eu hasesu ar gyfer rhifogrwydd. Roedd gan 15% sgiliau 'isel iawn' ac roedd gan 29% sgiliau 'isel'. Roedd gan 23% sgiliau 'cyffredin' ac roedd gan 33% sgiliau 'da'.

Isel iawn	**15%**
Isel	**29%**
Cyffredin	**23%**
Da	**33%**
rh =	2061

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Literacy and numeracy

Detailed analysis showed a correlation between poor literacy and poor numeracy. 46% of those with very low and low reading skills also had very low numeracy skills.

Gender

Overall, more women had problems with numeracy and with reading. As earlier sections in this report suggest, it appears that more men had problems with spelling.

Literacy (reading)	Men %	Women %
very low & low	13	18
average	34	33
good	53	49
n =	*1033*	*1295*

Numeracy	Men %	Women %
very low	13	16
low	28	31
average	24	23
good	36	30
n =	*935*	*1126*

Age and gender

People over the age of 64 were excluded from the study. We know from previous surveys that a significant number of older people score poorly in literacy and numeracy, and we suspect that this relates to the effects of ageing. As the tables opposite show, younger women, as well as those between 55 and 59, were more likely to have poor reading skills. By contrast, older women and men in their early twenties were more likely to have poor numeracy skills.

9. Figures do not add to 100% because of rounding

Grouped Numeracy Ability by Sex and Age								
	All %	16-18 %	19-24 %	25-34 %	35-44 %	45-54 %	55-59 %	60-64 %
Men								
Very Low	13	13	16	14	9	18	7	10
Low	28	29	31	24	26	28	24	40
Average	24	25	23	26	22	21	23	26
Good	36	32	30	36	43	34	47	24
n =	*935*	*61*	*152*	*242*	*154*	*166*	*73*	*87*
Women								
Very Low	16	15	8	14	15	20	29	21
Low	31	34	36	27	31	29	28	38
Average	23	26	32	27	23	17	16	18
Good	30	25	23	32	32	35	28	23
n =	*1126*	*50*	*196*	*293*	*234*	*208*	*70*	*75*

Grouped Reading Ability by Sex and Age								
	All %	16-18 %	19-24 %	25-34 %	35-44 %	45-54 %	55-59 %	60-64 %
Men								
Very Low & Low	13	11	16	13	10	15	11	18
Average	34	39	26	32	31	44	22	42
Good	53	50	59	56	60	42	66	41
n =	*1033*	*67*	*170*	*262*	*160*	*195*	*84*	*95*
Women								
Very Low & Low	18	25	14	16	18	17	25	17
Average	33	38	29	35	32	33	36	34
Good	49	38	57	50	50	50	39	50
n =	*1295*	*67*	*218*	*335*	*267*	*239*	*85*	*84*

An analysis of the results on individual tasks shows a similar pattern, with the oldest age group and the 16 to 18 group performing less well on nearly all tasks than other age groups. The exception was the form filling task where those in their early twenties performed better than any other age group. There was no consistent pattern in relation to age and the punctuation tasks.

Employment status and social class

As might be expected, those with very low and low literacy skills were less likely to be employed, full-time or part-time than the others. For women this was also true for numeracy, but not for men. There was a consistent relationship between unemployment and problems with basic skills. The tables below set out the main findings.

Employment and literacy: men

	full-time work	part-time work	unemployed	unwaged (sick/housecare)	self employed	other[10]	*n*
very low & low %	38	7	16	12	12	15	*137*
average %	50	3	9	11	13	14	*348*
good %	47	4	10	7	14	18	*547*

Employment and literacy: women

	full-time work	part-time work	unemployed	unwaged (sick/housecare)	self employed	other[10]	*n*
very low & low %	20	23	8	35	5	9	*223*
average %	22	20	5	33	6	14	*434*
good %	28	19	4	26	6	17	*633*

Employment and numeracy: men

	full-time work	part-time work	unemployed	unwaged (sick/housecare)	self employed	other[10]	*n*
very low %	46	6	16	11	9	12	*124*
low %	48	4	10	7	14	17	*262*
average %	42	3	11	8	15	21	*225*
good %	46	3	8	9	17	17	*323*

10. retired, full-time education

Employment status and social class

Employment and numeracy: women								
		full-time work	part-time work	unemployed	unwaged (sick/housecare)	self employed	other*	*n*
very low	%	15	25	8	39	3	10	*176*
low	%	24	18	5	34	5	14	*350*
average	%	31	18	4	21	7	19	*264*
good	%	31	19	4	26	8	12	*331*

Employment 19-24

Detailed analysis showed that the impact of poor basic skills in relation to employment was very marked in the 19-24 age group. For example:

- **24% of men with very low and low reading skills were unemployed, compared with 6% of those with good skills.**
- **26% of men with very low numeracy skills were unemployed compared with 8% of those with good numeracy skills.**
- **23% of women with low and very low reading skills were employed full time, compared with 37% of those with good skills.**
- **39% of women with low and very low reading skills were 'unwaged' compared with 12% of those with good skills.**

The relationship between poor basic skills and social class was consistent with the findings of many previous surveys. Socio-economic groups were classified A-E according to the occupation of the chief income earner in the household. Performance levels rose steadily in line with social class. Almost half of men and women (45%) with very low and low reading skills were in social classes D or E in comparison with 22% of those with good reading skills.

Those with poor basic skills were far more likely to have left school at 16, and to have few if any qualifications. For example:

- **Those who left full-time education at 16 were over four times as likely to have very low and low reading skills and over four times as likely to have very low numeracy skills as those who did not leave until the age of 21.**

- **Just 9% of men aged 19-24 with very low numeracy skills and 5% of men with very low and low reading skills were still in full-time education, in comparison with 34% of men with good numeracy skills and 41% of men with good reading skills.**

- **3% of women aged 19-24 with very low and low reading skills and 4% of those with very low numeracy skills were still in full-time education compared with 35% of those with good reading skills and 26% of those with good numeracy skills.**[11]

- **Overall, approximately two thirds of men and women with very low and low reading skills or very low numeracy had no qualifications in comparison with one quarter of those with good reading skills and one fifth of those with good numeracy skills.**

- **57% of men and 29% of women aged 19-24 with very low and low reading skills had no formal qualifications. This compared with 3% of men and 7% of women with good reading skills, at the same age.**

- **More than a third of men and women aged 19-24 with very low numeracy skills had no qualifications; just 2% of men and 3% of women with good skills, of the same age, had no qualifications.**

- **Approximately 9 in 10 men and women aged 45-54 with very low and low reading skills had no formal qualifications – twice the proportion of men and women of the same age with good skills.**

- **Over 70% of men and women aged 45-54 with very low numeracy skills had no qualifications; under one half of men and one third of women with good skills, of the same age, were without qualifications.**

11. The numbers for those aged 16-18 were too small to allow useful analysis.

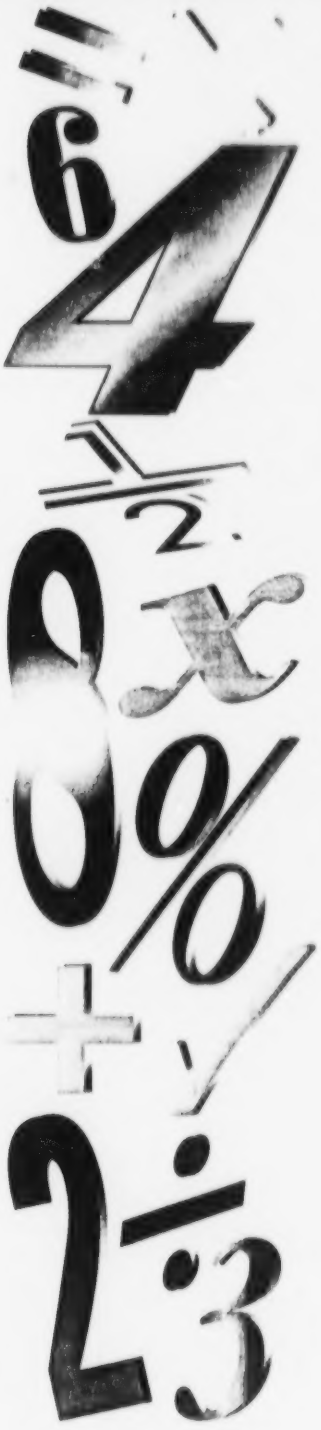
At the time of the survey there were eight local education authorities in Wales, whereas now there are twenty two. The overall data for reading showed the highest levels of difficulty in Gwent and Mid Glamorgan. The authorities with the smallest numbers of people scoring very low and low were Powys and West Glamorgan. It should be noted that the number of those in the sample in Powys was small.

Reading

	very low & low	average	good	*n*
Clwyd %	13	30	58	*336*
Dyfed %	17	26	57	*311*
Gwent %	21	45	35	*377*
Gwynedd %	14	39	47	*168*
Mid Glamorgan %	17	35	48	*424*
Powys %	11	40	49	*113*
South Glamorgan %	13	36	51	*336*
West Glamorgan %	12	23	65	*257*

For numeracy the authorities with the highest numbers of people scoring 'very low' were Mid Glamorgan and Gwynedd. The authorities with the lowest numbers scoring 'very low' were Powys, West Glamorgan and Dyfed. 44% and 43% of those in Dyfed and Clwyd score 'good', compared with 19% of those in Gwent.

12. Figures do not always add up to 100% because of rounding.



Numeracy

	very low	low	average	good	*n*
Clwyd %	13	24	20	44	*288*
Dyfed %	12	22	23	43	*290*
Gwent %	13	37	31	19	*319*
Gwynedd %	19	28	24	30	*146*
Mid Glamorgan %	20	34	17	30	*362*
Powys %	11	39	28	23	*99*
South Glamorgan %	15	32	23	30	*307*
West Glamorgan %	12	23	26	39	*245*

These overall figures need to be seen in the context of the factors already discussed (on page 23)which have a consistent relationship with poor basic skills, especially social class. As the tables opposite show, the distribution of scores relates closely to the pattern of social class composition. Within the new, smaller authorities the same pattern will prevail.

31

Grouped Numeracy Ability by County and Social Class

	All %	Clwyd %	Gwynedd %	Powys %	Dyfed %	West Glam %	Mid Glam %	South Glam %	Gwent %
Non-Manual									
Very Low	7	6	8	6	4	7	9	5	9
Low	26	18	27	32	18	11	37	33	31
Average	24	17	29	37	20	25	20	25	33
Good	43	50	36	25	58	57	35	37	27
n =	*993*	*123*	*70*	*33*	*141*	*119*	*161*	*172*	*173*
Manual									
Very Low	22	18	29	14	19	16	30	26	19
Low	32	27	29	43	26	35	31	31	43
Average	22	22	19	23	26	27	16	20	29
Good	24	33	24	21	28	23	24	22	9
n =	*1065*	*165*	*76*	*66*	*149*	*126*	*201*	*135*	*146*

Grouped Reading Ability by County and Social Class

	All %	Clwyd %	Gwynedd %	Powys %	Dyfed %	West Glam %	Mid Glam %	South Glam %	Gwent %
Non-Manual									
Very Low & Low	7	6	6	7	9	6	4	8	15
Average	29	26	36	38	24	18	23	31	46
Good	63	68	58	55	68	78	73	61	40
n =	*1064*	*139*	*81*	*38*	*141*	*121*	*165*	*184*	*194*
Manual									
Very Low & Low	22	18	22	14	24	19	26	19	27
Average	37	32	42	41	28	29	42	42	45
Good	42	51	37	45	48	53	33	40	28
n =	*1260*	*197*	*87*	*75*	*170*	*136*	*259*	*152*	*183*

Welsh speakers

The survey gathered information on whether people spoke Welsh. They were also asked whether or not they were fluent Welsh speakers. In addition they were asked whether the main language used at home, when they were children, was English, Welsh or both.

In the survey a quarter of all respondents identified themselves as Welsh speakers. Just under one in ten were classified as having Welsh as their mother tongue. These levels of Welsh speaking are somewhat higher than those shown by census data, but broadly typical of data from surveys of this type. There is a widespread view that official data tends to underestimate the actual numbers of Welsh speakers. In this survey Welsh speaking varied from 68% in Gwynedd to 7% in Gwent. Dyfed and Clwyd were the only other counties where Welsh speakers exceeded one in five of the population. Fluent Welsh speakers were recorded as 50% in Gwynedd and 1.5% in Gwent.

The overall findings showed that:

- **Fluent Welsh speakers were less likely to have very low and low reading skills than non-Welsh speakers (11% to 16%) and Welsh speakers were less likely to have very low numeracy skills than non-Welsh speakers (11% to 16%).**

- **Those speaking English at home as a child were more likely to have very low and low reading skills than those speaking Welsh (16% compared with 12%); those speaking English and Welsh were most likely to have very low and low skills (17%).**

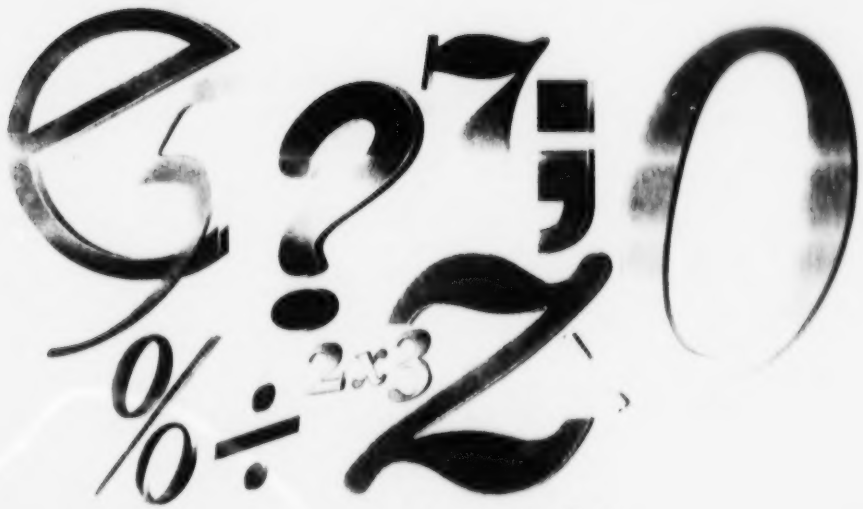
- **Those speaking English and Welsh at home were most likely to have very low numeracy skills (20%) compared with Welsh (15%) and English (14%).**

Welsh speakers

When social class is taken into account some of the differences between Welsh and non-Welsh speakers alter. There would need to be more detailed analysis than was possible in this survey to investigate this and produce reliable conclusions.

- **Within the overall figures it appeared that, among non-manual classes, the difference between Welsh and non-Welsh speakers disappeared. For example the numbers of those with very low and low reading skills were 8% (Welsh speaking) and 7% (English speaking). However, these figures need to be treated with caution as they mask some of the variation between the different parts of Wales and the considerable differences in the numbers of Welsh speakers.**

- **It appeared that for manual classes there were continuing differences between Welsh and non Welsh speakers. Overall 16% of Welsh speakers had very low numeracy skills, compared with 24% of those who did not speak Welsh. Again, these figures would need further analysis to be certain of their significance.**



Conclusion

The results of this survey show that raising standards of basic skills must be a high priority. The results show significant levels of need with 16% of the population having very low and low literacy skills and 15% having very low numeracy skills. If anything, these figures are likely to underestimate the scale of need because all those who refused to answer at all were excluded from the analysis.

It is difficult to make direct and reliable comparisons between these figures and those produced by other surveys covering England and Wales because neither the tasks nor the administration have been exactly the same. Only in the spelling section were the tasks identical. On these tasks the results in Wales show a rather higher level of errors than in the England and Wales survey.

On reading and numeracy the overall percentages of those with basic skills needs are very similar. Almost all the surveys conducted by the Agency show that approximately 16% of the adult population have some problems with reading and the figure is always higher when writing is included. Similarly the number of people with some numeracy problems is in line with other surveys.

None of our previous surveys have included the 16-18 age group. Whilst the numbers of those in the Welsh survey in this age group were relatively small, it is striking that they tended to score lowest on almost all the tasks. This suggests the importance of programmes to address their needs.

The survey underlines the strong connections between poor basic skills and unemployment. It shows that there is a major task to be done in extending courses so that those with poor basic skills have opportunities to improve their literacy and numeracy and have a full chance of participating in society.

Methodological note

1. The sample was designed to be representative, after weighting, of the residents of Wales aged 16 to 64 and a quota sampling approach was employed.

2. The unit of sampling was local authority administrative district and sampling points (interviewing locations) were selected with probability of selection proportional to the size of the resident adult population aged 16 to 64. A total of 150 points were selected in this way following stratification with the then eight counties of Wales.

3. Quota controls were employed within each interviewing location for the selection of 20 respondents. These were interlocking and set in terms of work status (three groups) and age band (four groups) within gender. The controls were calculated to reflect the demographic profile of Welsh residents aged 16 to 24 as shown by the 1991 Census and mid 1994 population estimates.

4. The following additional controls were also imposed:

   a) not more than one person per household was interviewed

   b) interviewing was concentrated as late in the day as possible

   c) instructions were given to obtain a spread in terms of social class

   d) interviews were to be conducted in the homes of respondents.

5. All fieldwork was conducted using an agreed structured questionnaire/assessment document.

6. All interviews were conducted in English (rather than in Welsh) since it was skill in using English (among other things) that the survey was designed to assess.

7. It should be noted that if, within any one section of the questionnaire, a respondent gave three incorrect answers in a row, the interviewer proceeded to the next section rather than persist with questions in the section that was causing difficulty.

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Methodological note

8. A total of 2,853 interviews were completed, fieldwork being spread over the period 20th September to 2nd December 1995. The analysis in this report is based on useable data for literacy (2328) and numeracy (2061).

Achieved sample and weighting procedure

9. The youngest age group, 16 to 24 years old, was deliberately oversampled at the expense of other respondents. It was, therefore, necessary in the interests of statistical reliability to weight the data at the tabulation stage to return each age group to its correct incidence within the total sample.

10. Additionally, it was considered desirable to gross up the sample information to total population levels and this was incorporated within the weighting procedure. This involved use of an 80 cell matrix (five age groups within gender within county), with weighting factors calculated by reference to latest OPCS mid year (1994) estimates of the resident population in Wales.

11. Therefore the total achieved sample of 2,853 respondents was grossed up to 1,803,600 representing the estimated number of Welsh residents aged 16 to 64 in mid 1994.

SGILIAU LLYTHRENNEDD A RHIFOGRWYDD YNG NGHYMRU

Arolwg o Sgiliau Darllen, Ysgrifennu a Rhifogrwydd Pobl rhwng yr oedrannau 16 a 64

38

Yr Asiantaeth Sgiliau Sylfaenol

Mae'r adroddiad hwn am safonau llythrennedd a rhifogrwydd oedolion yng Nghymru. Cynhaliwyd yr arolwg yn ystod tymor yr hydref 1995 gan gynnwys sampl o bron i 3000 o bobl rhwng 16 a 64. Roedd y sampl yn gynrychioladol ac o faint go-lew, gan ganiatáu i ni gael gafael ar wybodaeth dibynadwy ynglŷn â lefel medrusrwydd pobl sydd yn byw yng Nghymru. Mewn ymchwil flaenorol, wedi ei seilio ar samplau yng Nghymru a Lloegr, nid oedd gennym ddigon o ddata i lunio gwybodaeth fanwl am Gymru. Felly, er enghraifft, ni allem archwilio gwrthgyferbyniadau rhwng grwpiau oedran gwahanol na rhwng dynion a merched, ac ni allem ychwaith edrych ar gydberthyniadau rhwng lefelau sgiliau sylfaenol ac ystod o ffactorau geodemograffig. Yn ystod yr arolwg, wrth gwrs, dim ond wyth Awdurdod Addysg Lleol oedd yng Nghymru ac mae'r data yr ydym ni yn ei roi yn ymwneud â'r ardaloedd rheini.

Dengys yr ymchwil yma fod gan nifer arwyddocaol o bobl yng Nghymru sgiliau llythrennedd a rhifogrwydd gweddol gyfyngedig. Fel hyn y mae hi ym mhob grŵp oedran, o 16 i 64. Daethpwyd o hyd i rai o'r sgoriau isaf yn y grŵp oedran ieuengaf, o 16 i 18. Mae'r ymchwil yn rhoi darlun llwm o'r berthynas rhwng sgiliau sylfaenol gwael, diffyg cymwysterau a diweithdra. Nid oedd gan oddeutu dau draean o'r rheini gyda llythrennedd neu rifogrwydd gwael unrhyw gymwysterau o'u cymharu â chwarter o'r rheini gyda llythrennedd da ac un rhan o bump o'r rheini gyda rhifogrwydd da. Ymhlith dynion rhwng 19 a 24 roedd y rheini gyda llythrennedd gwael bedair gwaith yn fwy tebygol o fod yn ddi-waith na'r rheini gyda llythrennedd da.

Mae'r canfyddiadau hyn yn tanlinellu'r rheidrwydd i ehangu cyrsiau drwy Gymru sydd yn rhoi cyfle i bobl wella eu sgiliau sylfaenol. Mae llythrennedd a rhifogrwydd da yn chwarae rhan sylfaenol yn yr hyder sydd yn ein hannog wrth i ni fynd i'r afael â gorchwylion bob dydd, yn y cartref. Yn y gwaith, mae swyddi yn gofyn am gymwysterau a sgiliau cynyddol. Hebddynt mae grŵp mawr o bobl yn cael ei wthio i'r cyrion. Dengys yr ymchwil yma, yn daer, bod angen i ni weithredu ar fyrder er mwyn codi safonau a sicrhau y gall pawb chwarae eu rhan gyflawn mewn cymdeithas.

Yr ydym yn ddiolchgar i Beaufort Research Ltd., wedi ei seilio yng Nghaerdydd, ac yn arbennig i Geoff Hiscocks, am gynnal yr arolwg yma ar ran yr Asiantaeth. Hoffem ddiolch yn ogystal i John Bynner a Samantha Parsons o City University. Fe wnaethon nhw ailgyfrifiaduro'r data a'i ddadansoddi mewn ffordd sydd yn gyson â'r ystod o arolygon eraill a gyhoeddwyd gan yr Asiantaeth ac yn seiliedig ar y set-ddata graddfa eang yn yr Astudiaeth Datblygiad Plant Cenedlaethol, a ddelir gan City University.

Er bod y data wedi cael ei ddarparu gan Beaufort Research Ltd a City University, mae'r Asiantaeth Sgiliau Sylfaenol wedi bod yn gyfrifol am ddehongli a phasio barn ar ganlyniadau'r arolwg.

Alan Wells OBE
Cyfarwyddwr, Yr Asiantaeth Sgiliau Sylfaenol

Cynnwys

Crynodeb	3
Cefndir	5
Yr arolwg	6
Y Gorchwylion Llythrennedd	7
Canfyddiadau	8
Y Gorchwylion Rhifogrwydd	16
Canfyddiadau	17
Prif ganfyddiadau	22
Canfyddiadau eraill	23
Oedran a rhyw	24
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Cedwir pob hawlfraint. Ni chaniateir llungopio, recordio neu atgynhyrchu mewn unrhyw ddull arall unrhyw ran o'r cyhoeddiad yma, ei storio mewn system adferiad neu ei drosglwyddo mewn unrhyw ffurf neu gan unrhyw fodd electroneg neu fecanyddol heb ganiatâd blaenorol perchennog yr hawlfraint.

ISBN 1 85990 067 4

Stiwdio Cynllunio 21

Cyfleithwyd gan Elin Llwyd Morgan

Cyhoeddwyd Gorffennaf 1997

Crynodeb

- Cwmpasodd yr ymchwil sampl cynrychioladol o dros 2,000 o oedolion rhwng 16 a 64
- Cyflawnodd yr atebwyr 12 gorchwyl llythrennedd ac 8 gorchwyl rhifogrwydd yn cwmpasu gorchwylion bob dydd
- Roedd y rheini na roddodd ateb cywir mewn sillafu yn amrywio o 2% gyda'r geiriau hawsaf i 32% gyda geiriau mwy cymhleth
- Mewn darllen roedd gan 6% sgiliau isel iawn a 10% sgiliau isel
- Mewn rhifogrwydd roedd gan 15% sgiliau isel iawn a 29% sgiliau isel
- Daethpwyd o hyd i broblemau ym mhob grwp oedran. Roedd merched ieuengach a'r rheini rhwng 55 a 59 yn fwy tebygol o gael sgiliau darllen gwael. Roedd merched hyn a dynion yn eu hugeiniau cynnar yn fwy tebygol o gael sgiliau rhifogrwydd gwael
- Roedd yna berthynas gyson rhwng sgiliau sylfaenol gwael a diweithdra:
  - roedd 24% o ddynion rhwng 19 a 24 gyda sgiliau darllen isel iawn ac isel yn ddi-waith o'i gymharu â 6% o'r rheini gyda sgiliau da
  - roedd 39% o ferched rhwng 19 a 24 gyda sgiliau darllen isel iawn ac isel yn 'ddigyflog' o'i gymharu â 12% o'r rheini gyda sgiliau da

Roedd y rheini gyda sgiliau sylfaenol gwael yn fwy tebygol o fod wedi gadael ysgol yn 16 ac i fod heb gymwysterau:

- nid oedd gan ddau draean o ddynion a merched gyda sgiliau darllen isel ac isel iawn neu rifogrwydd isel iawn unrhyw gymwysterau o'u cymharu â chwarter o'r rheini gyda sgiliau darllen da ac un rhan o bump o'r rheini gyda sgiliau rhifogrwydd da
- nid oedd gan oddeutu 9 allan o 10 o ddynion a merched rhwng 45 a 54 gyda sgiliau darllen isel iawn ac isel unrhyw gymwysterau ffurfiol – dwywaith y gyfran o'r rheini gyda sgiliau da

Roedd yna berthynas gyson rhwng sgiliau sylfaenol gwael a dosbarth cymdeithasol; roedd bron i hanner y dynion a'r merched gyda sgiliau sylfaenol gwael yn nosbarthiadau cymdeithasol Ch neu D

Crynodeb

- Pan ymgymrwyd â'r ymchwil roedd yna wyth o awdurdodau addysg lleol yng Nghymru. Y rhai a ddangosodd y lefelau mwyaf o anhawster oedd Morgannwg Ganol a Gwent. Roedd y berthynas rhwng dosbarth cymdeithasol a sgiliau sylfaenol gwael yn arwyddocaol, o fewn yr ardaloedd daearyddol gwahanol
- Roedd siaradwyr Cymraeg rhugl yn llai tebygol o gael sgiliau darllen isel iawn ac isel na phobl sydd ddim yn siarad Cymraeg
- Byddai angen mwy o ddadansoddi manwl, gyda sampl mwy, er mwyn bod yn siwr o gydberthnasau eraill rhwng patrymau o lithrigrwydd iaith a sgiliau sylfaenol gwael
- Mae'r ymchwil yn tanlinellu'r pwysigrwydd o ehangu cyrsiau y gall rheini gyda sgiliau sylfaenol gwael wella eu llythrennedd a rhifogrwydd trwyddynt, a chael y cyfle i gyfranogi yn llawn mewn cymdeithas

Sgiliau sylfaenol – darllen, ysgrifennu a rhifogrwydd sylfaenol – yw'r sgiliau cynhaliol hollbwysig ar gyfer bywyd bob dydd a bywyd gwaith. Mae crap cadarn ar y sgiliau hyn wedi dod yn bwysicach mewn blynyddoedd diweddar.

Yr ydym yn diffinio sgiliau sylfaenol fel:

Y gallu i ddarllen, ysgrifennu a siarad Saesneg a defnyddio mathemateg ar lefel sydd yn angenrheidiol i weithredu a gwneud cynnydd yn y gwaith ac yng nghymdeithas yn gyffredinol.

Yng Nghymru mae sgiliau sylfaenol yn cynnwys y gallu i ddarllen ac ysgrifennu yn Gymraeg ar gyfer pobl y mae'r Gymraeg yn famiaith iddynt.

Mae sgiliau sylfaenol gwael yn effeithio unigolion yn eu bywyd bob dydd, ac yn cael effaith andwyol ar hyder. Mae yna hefyd gysylltiad cyson rhwng sgiliau sylfaenol gwael a diweithdra. Mae bron i 90% o swyddi yn gofyn am sgiliau cyfathrebu da, gan gynnwys darllen ac ysgrifennu; mae'r mwyafrif o swyddi yn gofyn am rywfaint o fathemateg sylfaenol. Mae sgiliau sylfaenol wedi dod yn bwysicach yn ystod yr ychydig flynyddoedd diwethaf oherwydd rheoliadau iechyd a diogelwch newydd a newidiadau mewn cyfundrefn waith. Mae swyddi sydd ddim angen sgiliau sylfaenol yn diflannu'n gyflym ac mae pobl sydd â sgiliau sylfaenol gwael yn debygol o brofi cyfnodau mynych a maith o ddiweithdra.[1]

Mae'n bwysig gwybod cymaint â phosibl am raddfa'r broblem a'i nodweddion. Ar gyfer y perwyl hwn yr ydym wedi comisiynu nifer o arolygon ledled Cymru a Lloegr. Mae'r rhain wedi sefydlu'r angen ymhlith pobl ifanc (21 oed)[2], chwe charfan oedran yn eu 20iau, 30au, 40au, 50au, 60au a 70au[3] cynnar, a Lleiafrifoedd Ieithyddol[4]. Mae'r arolygon hyn wedi cwmpasu Cymru a Lloegr fel un. Maent wedi bod yn gymharol fach o ran graddfa ac wedi bod yn gynrychioladol eang o rychwant y boblogaeth. Mae hi felly wedi bod yn anodd eu defnyddio er mwyn edrych mewn unrhyw fanylder ar Gymru ar ei phen ei hun, neu ar rannau o Loegr.

1. Roedd yr ymchwil yma, gan Sefydliad Astudiaethau'r Gweithwyr (Sefydliad Astudiaethau Cyflogaeth erbyn hyn), yn cynnwys arolwg o agweddau cyflogwyr mewn 73 ardal *TEC* yn cwmpasu 24,075 o gwmniau ac 1.3 miliwn o swyddi. Darganfu yr arolwg lawer iawn o anfodlonrwydd gyda sgiliau sylfaenol y gweithlu ymhlith cyflogwyr. Fe awgrymai, as y lefel isaf o berfformiad gyda sgiliau sylfaenol, y buasai person ond yn debygol o allu cael 1 allan o 50 o swyddi. *Basic Skills and Jobs* Sefydliad Astudiaethau'r Gweithwyr, ALBSU 1993.
2. *The Basic Skills of Young Adults* Ekinsmyth a Bynner, Asiantaeth Sgiliau Sylfaenol 1994.
3. *Older and Younger: The basic skills of different age groups* Asiantaeth Sgiliau Sylfaenol 1995.
4. *Lost Opportunities: The Language Skills of Linguistic Minorities in England and Wales* Asiantaeth Sgiliau Sylfaenol 1995.

Detholwyd sampl cynrychioladol o bobl rhwng 16 a 64 yn byw yng Nghymru gan Beaufort Research Ltd. Cwblhawyd cyfanswm o 2,853 o gyfweliadau rhwng canol mis Medi a diwedd mis Tachwedd. Pwysolwyd canlyniadau'r arolwg i adlewyrchu cyfansoddiad poblogaeth Cymru (gweler y Nodyn Methodolegol ar dudalen 31)[5]. Roedd swmp pob cyfweliad yn cynnwys cyfres o orchwylion asesu a gwmpasai ystod o sgiliau darllen, ysgrifennu a rhifogrwydd sylfaenol o lefelau amrywiol. Roedd y rhan fwyaf o'r gorchwylion, wedi eu seilio ar set fwy a ddatblygwyd gan y Sefydliad Cenedlaethol ar gyfer Ymchwil Addysgiadol, wedi cael eu maes brofi mewn cyfres o arolygon lleol a gynhaliwyd yn gynharach. Roeddynt wedi cael eu cynllunio i brofi'r defnydd o sgiliau llythrennedd a rhifogrwydd mewn bywyd bob dydd neu fywyd gwaith. Cynlluniwyd ail ran o'r cyfweliad i ddarparu gwybodaeth ddemograffig.

5. Darparodd 2328 o gyfweliadau ddata defnyddiadwy ar gyfer llythrennedd, tra darparodd 2061 ddata defnyddiadwy ar gyfer rhifogrwydd.

Y Gorchwylion Llythrennedd

Roedd yna 12 gorchwyl llythrennedd yn cwmpasu darllen, sillafu, atalnodi a llenwi ffurflenni. Roedd y gorchwylion darllen yn amrywio o ddeall darn o destun syml a byr iawn i ddethol gwybodaeth o erthygl eithaf cymhleth. Roeddynt yn seiliedig ar:

- **nodyn syml, yn gofyn i rywun wneud rhywfaint o siopa drostynt;**
- **cyfarwyddiadau yn egluro sut i newid batris mewn radio;**
- **erthygl fer wedi ei symleiddio o bapur newydd;**
- **erthygl fer o gylchgrawn ar wahanol fathau o rawn;**
- **taflen wybodaeth leol un dudalen;**
- **erthygl ddwy dudalen o bapur newydd.**

Gofynnwyd i bobl yn yr arolwg sillafu tri grŵp o eiriau, wedi eu rhoi yng nghyd-destun brawddeg, ac i brawf-ddarllen dau ddarn ac ychwanegu'r atalnodau cywir. Gofynnwyd iddynt hefyd lenwi ffurflen gais ffug am swydd. Cynlluniwyd yr orchwyl yma er mwyn i'r rheini gyda sgiliau ysgrifennu gwael allu cynnwys eu henw a'u cyfeiriad yn unig, tra gallai'r rheini gyda sgiliau gwell allu ysgrifennu sawl paragraff.

Gorchwyl 1

Rhoddwyd y geiriau canlynol i bobl, mewn brawddeg, a gofynnwyd iddynt eu sillafu. Mae'r canrannau yn dangos y rheini a roddodd ateb anghywir.[6]

would	**5%**
because	**9%**
apply	**10%**
writing	**13%**
complain	**8%**

2% **na sillafodd yr un o'r geiriau hyn yn gywir.**

79% **a'u sillafodd i gyd yn gywir.**

Gorchwyl 2

Rhoddwyd y geiriau canlynol i bobl, mewn brawddeg, a gofynnwyd iddynt eu sillafu. Mae'r canrannau yn dangos y rheini a roddodd ateb anghywir.

apologise	**42%**
unfortunately	**44%**
allowance	**21%**
receive	**42%**
sincerely	**42%**

15% **na sillafodd yr un o'r geiriau hyn yn gywir (dynion 17%, merched 13%).**

39% **a'u sillafodd i gyd yn gywir.**

Y canrannau na roddodd **yr un** ateb cywir, ym mhob grŵp oedran, oedd:[7]

16 – 18	**19%**
19 – 24	**12%**
25 – 34	**14%**
35 – 44	**11%**
45 – 54	**18%**
55 – 59	**16%**
60 – 64	**17%**

6. Trwy gydol yr adroddiad yma mae'r ffigyrau yn seiliedig yn unig ar y rheini a atebodd y cwestiynau; nid ydynt yn cynnwys y rheini nad oedd yn gwybod neu ddeall sut i wneud yr orchwyl, neu a wrthododdd ei gwneud.

7. Yr ydym wedi rhoi crynodebau yn ôl rhyw, oedran ac ardal mewn achosion lle maent yn dangos amrywiad anwyddocaol yn unig

Y canrannau na roddodd **yr un** ateb cywir, yn ôl AALl, oedd:

Clwyd	**8%**
De Morgannwg	**17%**
Dyfed	**10%**
Gorllewin Morgannwg	**6%**
Gwent	**17%**
Gwynedd	**19%**
Morgannwg Ganol	**22%**
Powys	**6%**

Gorchwyl 3

Rhoddwyd y geiriau canlynol i bobl, mewn brawddeg, a gofynnwyd iddynt eu sillafu. Mae'r canrannau yn dangos y rheini a roddodd ateb anghywir.

immediately	**47%**
necessary	**52%**
occasionally	**57%**
accommodation	**66%**
maintenance	**47%**

32% **na sillafodd yr un o'r rhain yn gywir (35% yn ddynion; 29% yn ferched).**

21% **a sillafodd y geiriau i gyd yn gywir.**

Y canrannau na roddodd **yr un** ateb cywir, ym mhob grŵp oedran, oedd:

16 – 18	**41%**
19 – 24	**29%**
25 – 34	**32%**
35 – 44	**28%**
45 – 54	**34%**
55 – 59	**36%**
60 – 64	**36%**

Y canrannau na roddodd **yr un** ateb cywir, yn ôl AALl, oedd:

Clwyd	**30%**
De Morgannwg	**37%**
Dyfed	**19%**
Gorllewin Morgannwg	**20%**
Gwent	**38%**
Gwynedd	**37%**
Morgannwg Ganol	**37%**
Powys	**28%**

Gorchwyl 4

Gofynnwyd i bobl yn yr arolwg brawf-ddarllen y darn gyferbyn ac ychwanegu'r atalnodau cywir.

When you play the National Lottery you choose six numbers between 1 and 49. It is important that you dont mark seven numbers on the ticket otherwise the computer will reject it. If you want to use the same numbers again and again for example four weeks running its possible to mark this on the ticket.

nad allai roi unrhyw atalnodau cywir yn y darn.

a roddodd yr atalnodau i gyd i mewn yn gywir.

Gorchwyl 5

Gofynnwyd i bobol hefyd brawf-ddarllen ail ddarn anoddach ac ychwanegu'r atalnodau cywir.

The arrangements for employees pensions have not been properly administered. A number of staff are affected in the following departments sales, marketing and operations. It would be helpful if the guidance notes, A Guide to Pension Arrangements, could be circulated as soon as possible.

nad allai roi unrhyw atalnodau cywir.

a roddodd yr atalnodau i gyd i mewn yn gywir.

Gorchwyl 6

Gofynnwyd i bobl ddarllen nodyn byr ac ateb tri chwestiwn:

- **Beth mae Jo eisiau i Pat ei wneud drosti?**
- **Pam ei bod hi'n gofyn i Pat wneud y siopa?**
- **Faint o'r gloch mae Jo yn disgwyl dychwelyd adref?**

a fethodd ateb unrhyw ran o'r cwestiwn yn gywir.

a atebodd y cwestiwn i gyd yn gywir.

Dear Pat,

As I am going to be late home from work today I would be very grateful if you could buy some items for me on your regular trip to the supermarket. I shall need:

a large loaf of sliced brown bread
a jar of marmalade
a packet of cornflakes
1 pound of apples
1 packet (1 kg) of basmati rice
2 small plain yoghurts

I enclose £10.00 to cover the cost of these items.

I hope to see you at about 9 o'clock this evening.

Thank you very much for your kindness.

Jo

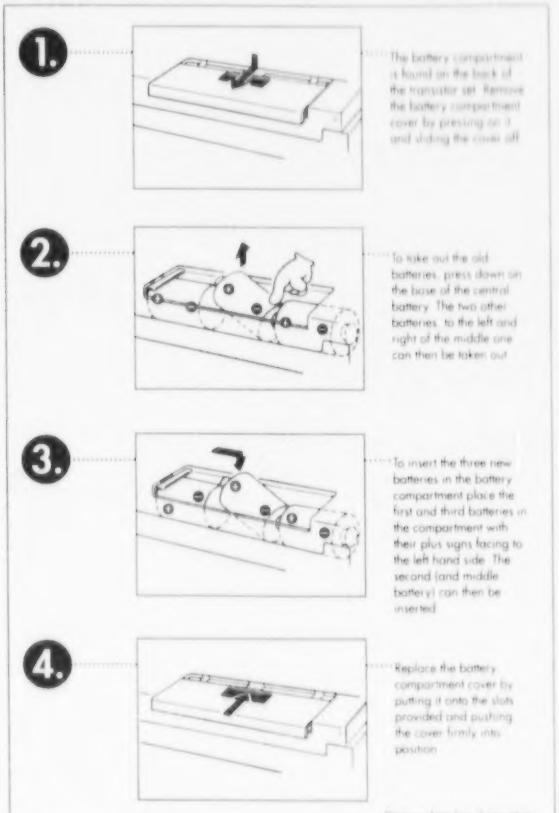
Gorchwyl 7

Gofynnwyd i bobl ddarllen set o gyfarwyddiadau ar gyfer newid y batris mewn radio ac ateb tri chwestiwn:

- **Lle mae'r batri?**
- **Pa rai o'r hen fatris a ddylai gael eu tynnu allan yn gyntaf?**
- **Pa un o'r tri batri newydd a ddylai gael ei roi i mewn yn olaf?**

a fethodd ateb unrhyw ran o'r cwestiwn yn gywir.

a atebodd y cwestiwn i gyd yn gywir.


1.
The battery compartment is found on the back of the transistor set. Remove the battery compartment cover by pressing on it and sliding the cover off.
2.
To take out the old batteries, press down on the base of the central battery. The two other batteries, to the left and right of the middle one can then be taken out.
3.
To insert the three new batteries in the battery compartment place the first and third batteries in the compartment with their plus signs facing to the left hand side. The second (and middle battery) can then be inserted.
4.
Replace the battery compartment cover by putting it onto the slots provided and pushing the cover firmly into position.

Diagrams from Sony Corporation

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Gorchwyl 8

Gofynnwyd i bobl ddarllen erthygl fer o bapur newydd ac ateb tri chwestiwn:

- Beth a ddywedir wrthym am gyflwr Whisky pan gerddodd i mewn i'r distyllty yn yr Alban?
- Sut y llwyddodd hi i aros yn fyw heb fwyd?
- Lle mae Whisky yn awr?

a fethodd ateb unrhyw ran o'r cwestiwn yn gywir.

a atebodd y cwestiwn i gyd yn gywir.

The Stowaway Cat

Whisky the cat had only planned to curl up for a quick snooze after a night on the tiles in Louisville, Kentucky. She ended up nursing a bad hangover after spending thirty days in a used whisky barrel while crossing the Atlantic Ocean by ship.

The young black and white cat survived without food by licking the dregs from the wooden barrel. When she walked unsteadily into the whisky distillery in Keith, Scotland, she was very much the worse for wear.

"She was struggling to get to her feet, not just through lack of food, but because she would also have been somewhat affected by the whisky", said company boss John Watson.

The police, who were called to look into this unlawful entry, said cat stowaways are usually destroyed. But the company decided to spare what was left of Whisky the cat's nine lives.

"It seemed the only decent thing to do after all she has been through. It's amazing that she's still alive."

Whisky is now serving out her time in a cattery. She had lost weight during the journey by ship but was able to get vital nourishment from the whisky dregs.

Adapted from report by Angela Johnson
The Guardian, 17.6.93

Gorchwyl 9

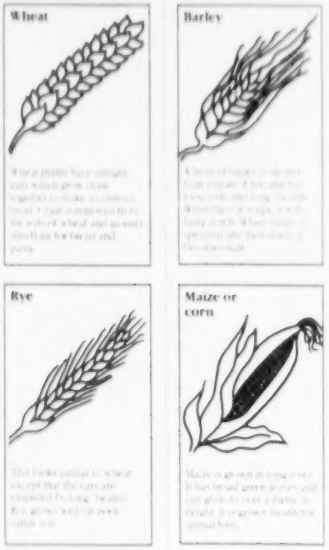
Gofynnwyd i bobl ddarllen erthygl o gylchgrawn ac ateb pedwar cwestiwn:

- Oddeutu faint o wahanol fathau o laswellt sydd yna yn y byd?
- Enwau tri math gwahanol o rawn?
- Pa rawn sydd yn tyfu'n dda mewn pridd tywodlyd, gwael?
- Sut y gwneir blawd o wenith?

a fethodd ateb unrhyw ran o'r cwestiwn yn gywir.

a atebodd y cwestiwn i gyd yn gywir.

The Importance of Cereal Grasses in Providing Essential Food



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Ym mhob grŵp oedran, y canrannau nad atebodd y cwestiwn i gyd yn gywir oedd:

16 – 18	**48%**	**45 – 54**	**37%**
19 – 24	**35%**	**55 – 59**	**34%**
25 – 34	**38%**	**60 – 64**	**43%**
35 – 44	**31%**		

Gorchwyl 10

Gofynnwyd i bobl ddethol gwybodaeth o daflen un dudalen ac ateb tri chwestiwn:

- **Yn ystod y cyfnod 1965-1982 ym mha flwyddyn oedd y maint mwyaf o safle ffatri newydd yn cael ei wneud ar gael?**
- **Pa ganran o bobl sydd yn gweithio yng Nghanol y Dref ac yng Nghanolfan Concord a phentrefi eraill?**
- **Sut ydym yn gwybod bod rhodfeydd cerddwyr wedi profi'n llwyddiannus iawn?**

a fethodd ateb unrhyw ran o'r cwestiwn yn gywir.

a atebodd y cwestiwn i gyd yn gywir.

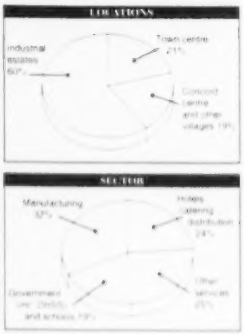
WASHINGTON NEW TOWN

WASHINGTON, County Durham, was planned as a new town in 1964. At that time local unemployment was considered high at 4.3% as a result of a decline in coal mining, shipbuilding and heavy industries.

However, in the period 1965-1982 the population nearly trebled as new employers sought workers. One of the biggest employers, Nissan the motor manufacturers, built their new factory just outside the new town boundary. Firms that supplied parts to Nissan set up in Washington itself.

Of those in employment 44% worked in the new town, while the remainder had jobs outside. More than a third of the workers, who lived in the town, walked to work – a tribute to the new town planners who had provided pedestrian walkways.

Where people work in Washington, and what kinds of job



Washington new town statistics

Year	*Population*	*New Dwellings*	*New Jobs (since 1965)*
1965	20,000	58	
1966	20,298	142	
1967	20,485	88	
1968	21,182	333	19,042
1969	22,856	797	42,015
1970	25,025	393	65,922
1971	25,200	1061	12,701
1972	28,366	1603	59,621
1973	30,009	923	13,730
1974	33,120	1025	28,263
1975	37,900	1258	38,900
1976	41,500	1068	33,031
1977	46,303	1047	12,750
1978	47,233	683	1,109
1979	49,620	393	11,291
1980	50,100	908	37,833
1981	51,900	952	25,030
1982	52,370	937	24,000

Ym mhob grŵp oedran, y canrannau nad atebodd y cwestiwn i gyd yn gywir oedd:

16 – 18	**47%**	**45 – 54**	**46%**
19 – 24	**34%**	**55 – 59**	**46%**
25 – 34	**31%**	**60 – 64**	**48%**
35 – 44	**36%**		

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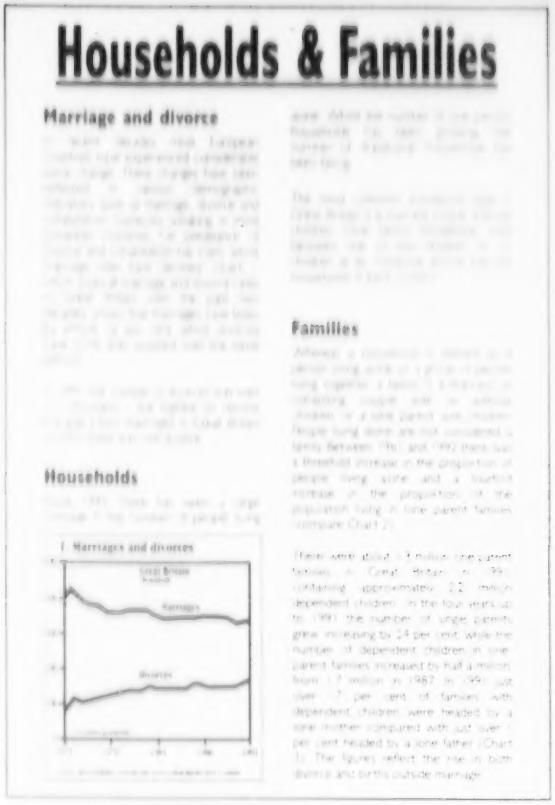
Gorchwyl 11

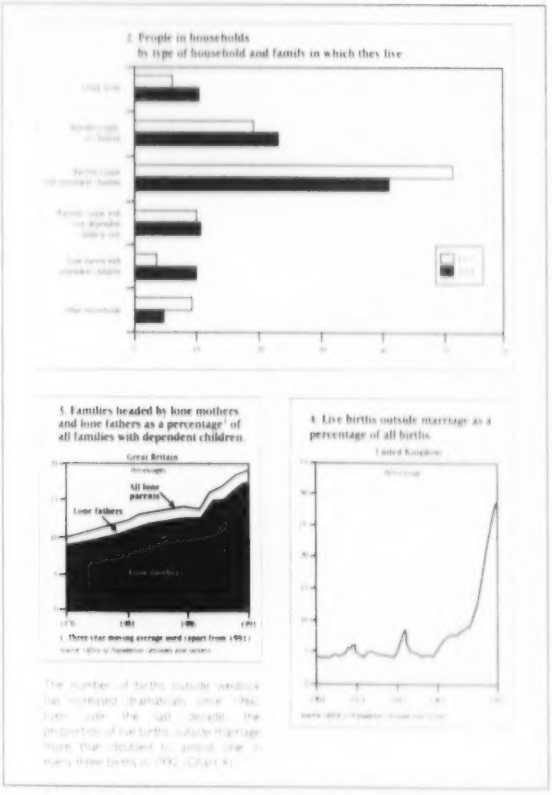
Gofynnwyd i bobl ddarllen tudalen o destun a dweud a oedd y datganiadau canlynol yn wir ynteu gau:

- Rhwng 1971 ac 1991 mae'r nifer o ysgariadau wedi mwy na threblu.
- Ers 1971 mae yna leihad wedi bod yn y nifer o bobl sydd yn byw ar eu pennau eu hunain.
- Ym 1991 roedd mymryn dros 17 y cant o deuluoedd gyda phlant dibynnol yn cael eu rhedeg gan famau sengl.

a fethodd ateb unrhyw ran o'r cwestiwn yn gywir.

a atebodd y cwestiwn i gyd yn gywir.




2 People in households
by type of household and family in which they live
5 Families headed by lone mothers and lone fathers as a percentage of all families with dependent children
Great Britain
All lone parents
Lone fathers
Lone mothers
6 Live births outside marriage as a percentage of all births
United Kingdom

52

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Canfyddiadau

Gorchwyl 12

Gofynnwyd i bobl lenwi ffurflen gais ffug am swydd.

a allai lenwi gwybodaeth sylfaenol iawn yn unig.

a allai gwblhau y ffurflen i gyd.

APPLICATION FOR A TEMPORARY POSITION AS ORGANISER OF A SUMMER CAMP FOR DISABLED CHILDREN

Please use BLOCK letters

BEST COPY AVAILABLE

16 – 18	12%	45 – 54	12%
19 – 24	5%	55 – 59	16%
25 – 34	9%	60 – 64	17%
35 – 44	9%		

Y Gorchwylion Rhifogrwydd

Roedd yna 8 gorchwyl rhifogrwydd, unwaith eto o lefelau amrywiol. Roedd y gorchwylion hyn yn cAmpasu:

- **cyfrif newid**
- **gweithio allan yr amser a gymerir i wneud rhywbeth**
- **amcangyfrif arwynebedd ystafell**
- **gosod switsh amseru gwres canolog gan ddefnyddio'r cloc 24 awr**
- **rhannu costau adloniant gyda ffrindiau**
- **dethol gwybodaeth ariannol o siart syml**
- **gweithio bil bwyty gan gynnwys tâl gwasanaeth canrannol**
- **dehongli graff.**

Gorchwyl 1

Gofynnwyd i bobl faint o newid y buasech yn ei gael o £2 ar ôl prynu torth o fara (68c) a dau dun o gawl (45c yr un).

a gafodd yr ateb anghywir.

SHOPPING FOR A NEIGHBOUR

a loaf of bread

two tins of soup

Y canrannau a roddodd ateb anghywir, yn ôl grŵp oedran, oedd:

16 – 18	**35%**
19 – 24	**22%**
25 – 34	**20%**
35 – 44	**20%**
45 – 54	**24%**
55 – 59	**23%**
60 – 64	**24%**

Gorchwyl 2

Dangoswyd amserlen syml i bobl a gofynnwyd iddynt pa drên fuasai'n eu cludo i gyfweliad am swydd mewn amser, gan gynnwys taith gerdded ddeng munud o'r orsaf, a'r amser y buasent yn cyrraedd swyddfeydd y cwmni.

a gafodd y ddau ateb yn anghywir.

a gafodd yr ateb i gyd yn gywir.

PLANNING A ROUTE FOR A JOB INTERVIEW

Hazledene & Co.

The Gene, Almsford, Hampshire

British Rail ⇄ **Timetable**

Morton to Turnerstone				Mon-Fri
Morton	10.17	10.37	10.57	11.17
Graves End	10.21	10.41	11.01	11.21
Newgate	10.32	10.52	11.12	11.32
Appleby	10.40	11.00	11.20	11.40
Meadstone	10.49	11.09	11.29	11.49
Almsford	10.55	11.15	11.35	11.55
Turnerstone	11.01	11.21	11.41	12.01
Turnerstone to Morton				**Mon-Fri**
Turnerstone	12.24	12.59	13.34	13.59
Almsford	12.30	13.05	13.40	14.05
Meadstone	12.36	13.11	13.46	14.11
Appleby	12.45	13.20	13.55	14.20
Newgate	12.53	13.28	14.03	14.28
Graves End	13.04	13.39	14.14	14.39
Morton	13.08	13.43	14.18	14.43

Gorchwyl 3

Gofynnwyd i bobl amcangyfrif arwynebedd ystafell 21tr x 14tr. Gallent ddefnyddio cyfrifiannell neu bapur a phensil pe mynnent.

a gafodd yr ateb anghywir (33% yn ddynion a 53% yn ferched).

a atebodd yn gywir.

THE AMOUNT OF FLOOR SPACE IN A ROOM

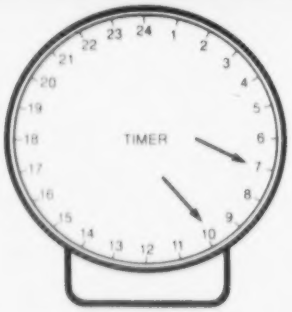
BEST COPY AVAILABLE

Gorchwyl 4

Gofynnwyd i bobl nodi pedwar gosodiad ar amserydd gwres canolog; roedd yr orchwyl yn ymwneud â dealltwriaeth o'r cloc 24 awr.

nad allai roi ateb cywir i unrhyw un o'r cwestiynau.

a atebodd y rhannau i gyd yn gywir.



Set this timer to start at 6.00 am
to stop at 8.30 am
to start at 5.00 pm
to stop at 11.00 pm

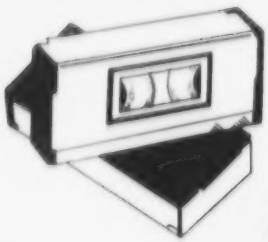
Gorchwyl 5

Gofynnwyd i bobl amcangyfrif cost cyflawn pizza i fynd allan a dau fideo a'i rannu yn gyfartal rhwng chwe ffrind. Gallent ddefnyddio cyfrifiannell neu bapur a phensil pe mynnent.

nad atebodd yr un o'r ddwy ran yn gywir.

a atebodd y cwestiwn i gyd yn gywir.

AN EVENING WITH FRIENDS



2 Videos £2.50 each

Take-away Pizza £19.66

Gorchwyl 6

Gofynnwyd i bobl ateb tri chwestiwn yn seiliedig ar wybodaeth mewn siart yn amlinellu gwariant gan gyngor lleol; roedd yn rhaid iddynt dalgrynnu gwariant i'r miliwn agosaf.

nad atebodd unrhyw ran yn gywir.

a atebodd y rhannau i gyd yn gywir.

CITY COUNCIL SPENDING 1993 AND 1994 (£ MILLION)

DEPARTMENT	1993 (£m)	1994 (£m)
EDUCATION	23.73	24.28
HOUSING	6.24	5.96
CLEANSING	2.16	2.87
FIRE	1.99	2.31
POLICE	8.80	10.34
AMBULANCE	2.85	3.02
OTHER	6.50	10.25
TOTAL	52.27	58.85

Gorchwyl 7

Gofynnwyd i bobl adio bil bwyty a gweithio'r tâl gwasanaeth o 12.5% allan. Gallent ddefnyddio cyfrifiannell neu bapur a phensil pe mynnent.

nad atebodd yr un rhan yn gywir.

a atebodd y ddwy ran yn gywir.

ORDER

Service charge at 12.5%

Family 1 orders:

2 x Steak & Chips	£4.95 each
2 x Fish & Chips	£3.95 each
1 Bottle of White Wine	£4.90 each
3 x Ice Cream	£0.95 each
1 x Chocolate Pudding	£1.60 each

Family 2 orders:

1 x Steak & Chips	£4.95 each
2 x Fish & Chips	£3.95 each
1 Bottle of Red Wine	£4.99 each
3 x Ice Cream	£0.95 each

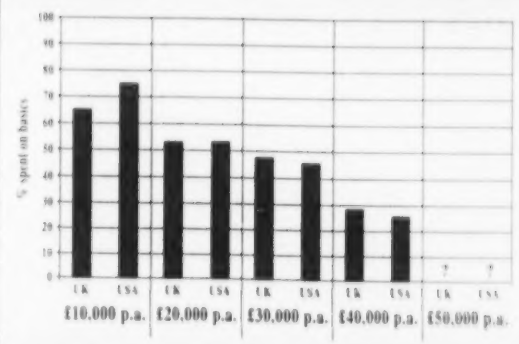
Gorchwyl 8

Gofynnwyd i bobl ddehongli siart far a graff llinell ac ateb pedwar cwestiwn. Gallent ddefnyddio cyfrifiannell neu bapur a phensil pe mynnent.

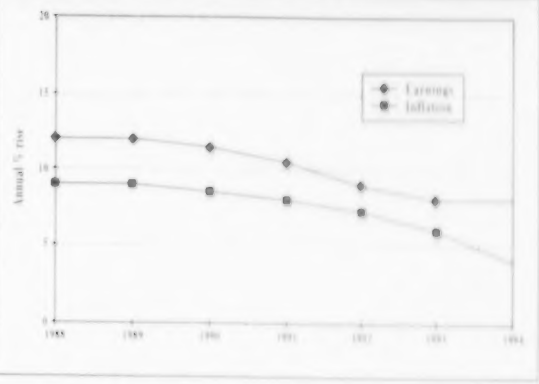
nad atebodd unrhyw ran yn gywir (5% yn ddynion a 10% yn ferched).

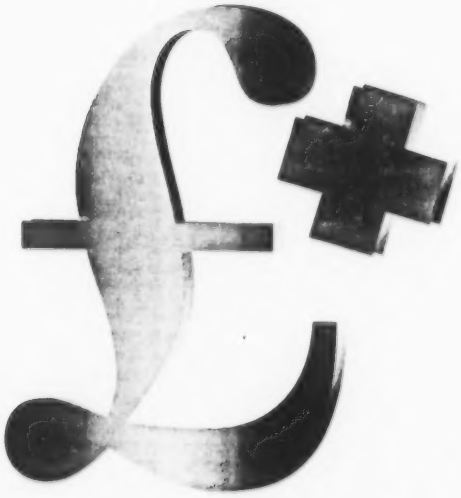
a atebodd bob rhan yn gywir.

SPENDING ON BASICS GRAPH



EARNING vs COST OF LIVING GRAPH





Mae canlyniadau'r arolwg, gan ganolbwyntio ar ddarllen a rhifogrwydd, wedi cael eu dadansoddi gan yr un dull a ddefnyddiwyd i fesur lefelau sgiliau sylfaenol mewn astudiaethau o'r Astudiaeth Datblygiad Plant Cenedlaethol.[8] Mae hyn yn golygu grwpio'r rhai yn yr arolwg yn ôl eu sgoriau. Mae'n bwysig tanlinellu'r pwynt fod y ffigyrau cyffredinol ar gyfer llythrennedd yn y tablau isod yn delio gyda darllen yn unig. Fel mae'r canlyniadau ar dudalennau 5 a 6 yn ei ddangos, gall sillafu, ysgrifennu a llenwi ffurflenni achosi problemau i ganran fwy o'r boblogaeth.

Llythrennedd

Mae gan tua 6% o bobl yn yr arolwg yng Nghymru broblemau gyda darllen. Roedd gan 10% pellach o bobl yn yr arolwg sgiliau darllen cymharol wael. Roedd gan 34% o'r rheini yn yr arolwg lefelau 'cyffredin' o sgiliau darllen ac roedd gan 51% sgiliau darllen da.

Isel iawn	**6%**
Isel	**10%**
Cyffredin	**34%**
Da	**51%**
rh =	*2328*

Wrth ddadansoddi rhai o'r nodweddion a gysylltir yn gyson â sgiliau llythrennedd mewn adrannau diweddarach o'r adroddiad hwn, yr ydym wedi cyfuno'r grwpiau 'isel iawn' ac 'isel'.

Rhifogrwydd

Gwnaeth cyfran arwyddocaol o bobl rhwng 16 a 64 yng Nghymru yn wael wrth gael eu hasesu ar gyfer rhifogrwydd. Roedd gan 15% sgiliau 'isel iawn' ac roedd gan 29% sgiliau 'isel'. Roedd gan 23% sgiliau 'cyffredin' ac roedd gan 33% sgiliau 'da'.

Isel iawn	**15%**
Isel	**29%**
Cyffredin	**23%**
Da	**33%**
rh =	*2061*

8. *Does numeracy matter?* Bynner a Parsons, Asiantaeth Sgiliau Sylfaenol, 1996.

Adult Life and Basic Skills, Bynner a Parsons, Asiantaeth Sgiliau Sylfaenol, 1997.

Llythrennedd a rhifogrwydd

Dangosodd dadansoddiad manwl gydberthynedd rhwng llythrennedd gwael a rhifogrwydd gwael. Roedd gan 46% o'r rheini gyda sgiliau darllen isel iawn ac isel sgiliau rhifogrwydd isel iawn yn ogystal.

Rhyw

Ar y cyfan, roedd gan fwy o ferched broblemau gyda rhifogrwydd a darllen. Fel yr awgryma adrannau cynharach yn yr adroddiad hwn, mae'n ymddangos fod gan fwy o ddynion broblemau gyda sillafu.

Llythrennedd (darllen)	Dynion %	Merched %
isel iawn & isel	13	18
cyffredin	34	33
da	53	49
rh =	*1033*	*1295*

Llythrennedd (darllen)	Dynion %	Merched %
isel iawn	13	16
isel	28	31
cyffredin	24	23
da	36	30
rh =	*935*	*1126*

Oedran a rhyw

Ni chafodd pobl dros 64 eu cynnwys yn yr astudiaeth. Yr ydym yn gwybod yn sgil arolygon eraill fod nifer o bobl hŷn yn sgorio'n wael mewn llythrennedd a rhifogrwydd, ac yr ydym yn amau fod gan hyn rywbeth i'w wneud ag effeithiau heneiddio. Fel y dengys y tablau gyferbyn, roedd merched ifancach, yn ogystal â'r rheini rhwng 55 a 59, yn fwy tebygol o gael sgiliau darllen gwael. Mewn cyferbyniad, roedd merched hŷn a dynion yn eu hugeiniau cynnar yn fwy tebygol o gael sgiliau rhifogrwydd gwael.

9. Nid yw ffigyrau yn adio i 100% oherwydd talgrynnu.

61

Gallu Rhifogrwydd Dosbarthedig yn ôl Rhyw ac Oedran								
	Pawb %	16-18 %	19-24 %	25-34 %	35-44 %	45-54 %	55-59 %	60-64 %
Dynion								
Isel iawn	13	13	6	14	9	18	7	10
Isel	28	29	31	24	26	28	24	40
Cyffredin	24	25	23	26	22	21	23	26
Da	36	32	30	36	43	34	47	24
rh =	*935*	*61*	*152*	*242*	*154*	*166*	*73*	*87*
Merched								
Isel iawn	16	15	8	14	15	20	29	21
Isel	31	34	36	27	31	29	28	38
Cyffredin	23	26	32	27	23	17	16	18
Da	30	25	23	32	32	35	28	23
rh =	*1126*	*50*	*196*	*293*	*234*	*208*	*70*	*75*

Gallu Darllen Dosbarthedig yn ôl Rhyw ac Oedran								
	Pawb %	16-18 %	19-24 %	25-34 %	35-44 %	45-54 %	55-59 %	60-64 %
Dynion								
Isel iawn & Isel	13	11	16	13	10	15	11	18
Cyffredin	34	39	26	32	31	44	22	42
Da	53	50	59	56	60	42	66	41
rh =	*1033*	*67*	*170*	*262*	*160*	*195*	*84*	*95*
Merched								
Isel iawn & Isel	18	25	14	16	18	17	25	17
Cyffredin	33	38	29	35	32	33	36	34
Da	49	38	57	50	50	50	39	50
rh =	*1295*	*67*	*218*	*335*	*267*	*239*	*85*	*84*

Mae dadansoddiad o'r canlyniadau ar orchwylion unigol yn dangos patrwm tebyg, gyda'r grŵp oedran hynaf a'r grŵp oedran 16 i 18 yn perfformio'n llai da ym mhob gorchwyl bron na grwpiau oedran eraill. Yr eithriad oedd yr orchwyl llenwi ffurflenni lle perfformiodd y rheini yn eu hugeiniau cynnar yn well nag unrhyw grŵp oedran arall. Nid oedd yna batrwm cyson mewn perthynas ag oedran a'r gorchwylion atalnodi.

Statws cyflogaeth a dosbarth cymdeithasol

Fel y gellid disgwyl, roedd gan y rheini mewn gwaith cyflogedig, pa un ai yn amser llawn neu yn rhan amser, sgiliau llythrennedd a rhifogrwydd gwell na'r rheini oedd yn ddi-waith. Roedd yna berthynas gyson rhwng diweithdra a phroblemau gyda sgiliau sylfaenol. Mae'r tablau isod yn amlinellu'r prif ganfyddiadau.

Cyflogaeth a llythrennedd: dynion

	gwaith amser llawn	gwaith rhan amser	di-waith	digyflog (sâl/gofal ty)	hunangyf-logedig	arall[10]	*rh*
isel iawn & isel %	38	7	16	12	12	15	*137*
cyffredin %	50	3	9	11	13	14	*348*
da %	47	4	10	7	14	18	*547*

Cyflogaeth a llythrennedd: merched

	gwaith amser llawn	gwaith rhan amser	di-waith	digyflog (sâl/gofal ty)	hunangyf-logedig	arall[10]	*rh*
isel iawn & isel %	20	23	8	35	5	9	*223*
cyffredin %	22	20	5	33	6	14	*434*
da %	28	19	4	26	6	17	*633*

Cyflogaeth a rhifogrwydd: dynion

	gwaith amser llawn	gwaith rhan amser	di-waith	digyflog (sâl/gofal ty)	hunangyf-logedig	arral[10]	*rh*
isel iawn %	46	6	16	11	9	12	*124*
isel %	48	4	10	7	14	17	*262*
cyffredin %	42	3	11	8	15	21	*225*
da %	46	3	8	9	17	17	*323*

10 wedi ymddeol, addysg amser llawn

Cyflogaeth a rhifogrwydd: merched								
		gwaith amser llawn	gwaith rhan amser	di-waith	digyflog (sâl/gofal tŷ)	hunangyf-logedig	arall[10]	*rh*
isel iawn	%	15	25	8	39	3	10	*176*
isel	%	24	18	5	34	5	14	*350*
cyffredin	%	31	18	4	21	7	19	*264*
da	%	31	19	4	26	8	12	*331*

Cyflogaeth 19-24

Dangosodd dadansoddiad manwl fod effaith sgiliau sylfaenol mewn perthynas â chyflogaeth yn amlwg iawn yn y grŵp oedran 19-24. Er enghraifft:

- **Roedd 24% o ddynion gyda sgiliau darllen isel iawn ac isel yn ddi-waith, o'i gymharu â 6% o'r rheini gyda sgiliau da.**
- **Roedd 26% o ddynion gyda sgiliau rhifogrwydd isel iawn yn ddi-waith o'i gymharu â 8% o'r rheini gyda sgiliau rhifogrwydd da.**
- **Roedd 23% o ferched gyda sgiliau darllen isel iawn ac isel mewn cyflogaeth amser llawn, o'i gymharu â 37% o'r rheini gyda sgiliau da.**
- **Roedd 39% o ferched gyda sgiliau darllen isel ac isel iawn yn 'ddigyflog' o'i gymharu â 12% o'r rheini gyda sgiliau da.**

Roedd y berthynas rhwng sgiliau sylfaenol gwael a dosbarth gweithiol yn gyson gyda chanfyddiadau sawl arolwg blaenorol. Dosbarthwyd grwpiau cymdeithasol-economaidd o A i D yn ôl swydd prif enillydd incwm y cartref. Codai lefelau perfformiad yn gyson yn unol â dosbarth cymdeithasol. Roedd bron i hanner y dynion a'r merched (45%) gyda sgiliau darllen isel iawn ac isel yn nosbarthiadau cymdeithasol Ch a D o'i gymharu â 22% o'r rheini gyda sgiliau darllen da.

Roedd y rheini gyda sgiliau sylfaenol gwael yn llawer mwy tebygol o fod wedi gadael ysgol yn 16, gan feddu ar ddim ond ychydig gymwysterau, os o gwbl. Er enghraifft:

- **Roedd y rheini a adawodd addysg amser llawn yn 16 bedair gwaith mor debygol o gael sgiliau darllen isel iawn ac isel a dros bedair gwaith mor debygol o gael sgiliau rhifogrwydd isel iawn â'r rheini nad adawodd tan eu bod yn 21.**

- **Dim ond 9% o ddynion rhwng 19 a 24 gyda sgiliau rhifogrwydd isel iawn a 5% o ddynion gyda sgiliau darllen isel iawn ac isel oedd yn dal i fod mewn addysg amser llawn, o'i gymharu â 34% o ddynion gyda sgiliau rhifogrwydd da a 41% o ddynion gyda sgiliau darllen da.**

- **Roedd 3% o ferched rhwng 19 a 24 gyda sgiliau darllen isel iawn ac isel a 4% o'r rheini gyda sgiliau rhifogrwydd isel iawn yn dal i fod mewn addysg amser llawn o'i gymharu â 35% o'r rheini gyda sgiliau darllen da a 26% o'r rheini gyda sgiliau rhifogrwydd da.**[11]

- **Ar y cyfan, roedd oddeutu traean o ddynion a merched gyda sgiliau darllen isel iawn ac isel neu rifogrwydd isel iawn heb gymwysterau o'i gymharu â chwarter o'r rheini gyda sgiliau darllen da ac un rhan o bump o'r rheini gyda sgiliau rhifogrwydd da.**

- **Roedd 57% o ddynion a 29% o ferched rhwng 19 a 24 gyda sgiliau darllen isel iawn ac isel heb gymwysterau ffurfiol. Roedd hyn yn cymharu â 3% o ddynion a 7% o ferched gyda sgiliau darllen da, o'r un oedran.**

- **Roedd mwy na thraean o ddynion a merched rhwng 19 a 24 gyda sgiliau rhifogrwydd isel iawn heb gymwysterau; dim ond 2% o ddynion a 3% o ferched gyda sgiliau da, o'r un oedran, oedd heb gymwysterau.**

- **Roedd oddeutu 9 allan o 10 o ddynion a merched rhwng 45 a 54 gyda sgiliau darllen isel iawn ac isel heb gymwysterau ffurfiol – dwywaith y gyfran o ddynion a merched o'r un oedran gyda sgiliau da.**

- **Roedd dros 70% o ddynion a merched rhwng 45 a 54 gyda sgiliau rhifogrwydd isel iawn heb gymwysterau; roedd dan hanner o ddynion a thraean o ferched gyda sgiliau da, o'r un oedran, heb gymwysterau.**

11. Mae'r niferoedd ar gyfer y rheini rhwng 16 a 18 yn rhy fach i ganiatáu dadansoddiad defnyddiol.

Amrywiadau rhanbarthol

Yn ystod yr arolwg roedd yna wyth awdurdod addysg lleol yng Nghymru, tra bod yna ddau ar hugain erbyn hyn. Dangosai'r data cyffredinol ar gyfer darllen y lefelau uchaf o anhawster yng Ngwent a Morgannwg Ganol. Yr awdurdodau gyda'r niferoedd lleiaf o bobl yn sgorio'n isel iawn ac isel oedd Powys a Gorllewin Morgannwg. Dylid nodi fod y nifer o'r rheini yn y sampl ym Mhowys yn fach.

Darllen

	isel iawn & isel	cyffredin	da	*rh*
Clwyd %	13	30	58	*336*
De Morgannwg %	13	36	51	*336*
Dyfed %	17	26	57	*311*
Gorllewin Morgannwg %	12	23	65	*257*
Gwent %	21	45	35	*377*
Gwynedd %	14	39	47	*168*
Morgannwg Ganol %	17	35	48	*424*
Powys %	11	40	49	*113*

Ar gyfer rhifogrwydd yr awdurdodau gyda'r niferoedd uchaf o bobl yn sgorio'n 'isel iawn' oedd Morgannwg Ganol a Gwynedd. Yr awdurdodau gyda'r niferoedd isaf yn sgorio'n 'isel iawn' oedd Powys, Gorllewin Morgannwg a Dyfed. Sgoriodd 44% a 43% o'r rheini yn Nyfed a Chlwyd yn 'dda', o'i gymharu â 19% o'r rheini yng Ngwent.

12. Nid yw ffigyrau bob amser yn adio i 100% oherwydd talgynnu.

Amrywiadau rhanbarthol

Rhifogrwydd

	isel iawn	isel	cyffredin	da	*rh*
Clwyd %	13	24	20	44	*288*
De Morgannwg %	15	32	23	30	*307*
Dyfed %	12	22	23	43	*290*
Gorllewin Morgannwg %	12	23	26	39	*245*
Gwent %	13	37	31	19	*319*
Gwynedd %	19	28	24	30	*146*
Morgannwg Ganol %	20	34	17	30	*362*
Powys %	11	39	28	23	*99*

Mae angen i'r ffigyrau cyffredinol rhain gael eu gweld yng nghyd-destun y ffactorau a drafodwyd eisoes (ar dudalen 23) sydd â pherthynas gyson â sgiliau sylfaenol gwael, dosbarth gweithiol yn enwedig. Fel y dengys y tablau gyferbyn, mae dosbarthiad y sgoriau mewn perthynas agos â phatrwm cyfansoddiad dosbarth cymdeithasol. O fewn yr awdurdodau bychain, newydd bydd yr un patrwm yn parhau.

Amrywiadau rhanbarthol

Gallu Rhifogrwydd Dosbarthedig yn ôl Sir a Dosbarth Cymdeithasol

	Pawb %	Clwyd %	De Mor. %	Dyfed %	Gorll. Mor. %	Gwent %	Gwynedd %	Mor. Ganol %	Powys %
Anllafuriol									
Isel lawn	7	6	7	4	7	9	8	6	5
Isel	**26**	**18**	**33**	**18**	**11**	**31**	**27**	**37**	**32**
Cyffredin	24	17	25	20	25	33	29	20	37
Da	43	50	37	58	57	27	36	35	25
rh =	*993*	*123*	*172*	*141*	*119*	*173*	*70*	*161*	*33*
Llafuriol									
Isel lawn	22	18	26	19	16	19	29	31	14
Isel	**32**	**27**	**31**	**26**	**35**	**43**	**29**	**31**	**43**
Cyffredin	22	22	20	26	27	29	19	16	23
Da	24	33	22	28	23	9	24	24	21
rh =	*1065*	*165*	*135*	*149*	*126*	*146*	*76*	*201*	*66*

Gallu Darllen Dosbarthedig yn ôl Sir a Dosbarth Cymdeithasol

	Pawb %	Clwyd %	De Mor. %	Dyfed %	Gorll. Mor. %	Gwent %	Gwynedd %	Mor. Ganol %	Powys %
Anllafuriol									
Isel lawn & Isel	7	6	8	9	6	15	6	4	7
Cyffredin	29	26	31	24	18	46	36	23	38
Da	63	68	61	68	78	40	58	73	55
rh =	*1064*	*139*	*184*	*141*	*121*	*194*	*81*	*165*	*38*
Llafuriol									
Isel lawn & Isel	22	18	19	24	19	27	22	26	14
Cyffredin	37	32	42	28	29	45	42	42	41
Da	42	51	40	48	53	28	37	33	45
rh =	*1260*	*197*	*152*	*170*	*136*	*183*	*87*	*259*	*78*

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Siaradwyr Cymraeg

Casglodd yr arolwg wybodaeth ynglyn â'r iaith Gymraeg – a oedd pobl yn ei siarad? Gofynnwyd iddynt hefyd a oeddynt yn siaradwyr Cymraeg rhugl ai peidio. Yn ychwanegol gofynnwyd iddynt ai'r brif iaith a ddefnyddiwyd ar yr aelwyd, pan yn blant, oedd Saesneg, Cymraeg neu'r ddwy iaith.

Yn yr arolwg dywedodd chwarter o'r holl atebwyr eu bod yn siaradwyr Cymraeg. Mymryn o dan un mewn deg a ddobarthwyd fel y rheini y mae'r iaith Gymraeg yn famiaith iddynt. Mae'r lefelau hyn o siarad Cymraeg rhywfaint yn uwch na'r rheini a ddangosir gan ddata cyfrifiad, ond yn nodweddiadol eang o ddata o arolygon o'r math yma. Mae yna farn gyffredin fod data swyddogol yn dueddol o roi amcangyfrif rhy isel o'r gwir niferoedd o siaradwyr Cymraeg. Yn yr arolwg yma amrywiai siarad Cymraeg o 68% yng Ngwynedd i 7% yng Ngwent. Dyfed a Chlwyd oedd yr unig ddwy sir arall lle'r oedd mwy nag un mewn pump o'r boblogaeth yn siarad Cymraeg. Cofnodwyd siaradwyr Cymraeg rhugl fel 50% yng Ngwynedd ac 1.5% yng Ngwent.

Dangosai'r canfyddiadau cyffredinol fod:

- **Siaradwyr Cymraeg rhugl yn llai tebygol o gael sgiliau darllen isel iawn ac isel na'r rheini na siaradai Gymraeg (11% i 16%) ac roedd siaradwyr Cymraeg yn llai tebygol o gael sgiliau rhifogrwydd isel iawn na'r rheini na siaradai Gymraeg (11% i 16%).**

- **Roedd y rheini a siaradai Saesneg ar yr aelwyd pan yn blant yn fwy tebygol o gael sgiliau darllen isel iawn ac isel na'r rheini a siaradai Gymraeg (16% o'i gymharu â 12%); roedd y rheini a siaradai Saesneg a Chymraeg yn fwyaf tebygol o gael sgiliau isel iawn ac isel (17%).**

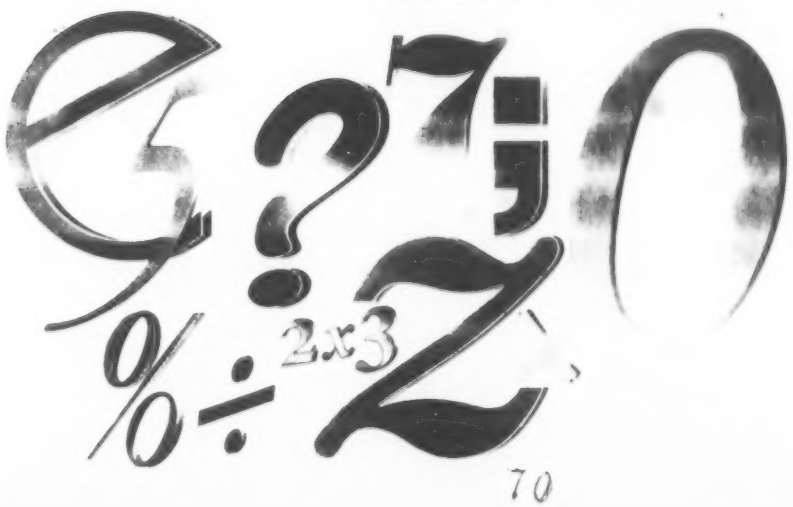
- **Roedd y rheini a siaradai Saesneg a Chymraeg ar yr aelwyd yn fwyaf tebygol o gael sgiliau rhifogrwydd isel iawn (20%) o'i gymharu â Chymraeg (15%) a Saesneg (14%).**

Siaradwyr Cymraeg

Pan gymerir dosbarth cymdeithasol i ystyriaeth mae rhai o'r gwahaniaethau rhwng siaradwyr Cymraeg a'r rhai sydd ddim yn siarad yr iaith yn altro. Buasai angen mwy o ddadansoddi manwl nag oedd yn bosibl yn yr arolwg yma er mwyn archwilio hyn a chynhyrchu canlyniadau dibynadwy.

- **O fewn y ffigyrau cyffredinol fe ymddangosai, ymhlith dosbarthiadau anllafuriol, fod y gwahaniaethau rhwng siaradwyr Cymraeg a'r rheini sydd ddim yn siarad yr iaith yn diflannu. Er enghraifft, roedd niferoedd y rheini gyda sgiliau darllen isel iawn ac isel yn 8% (siaradwyr Cymraeg) a 7% (siaradwyr Saesneg). Fodd bynnag, mae angen trin y ffigyrau hyn yn ofalus gan eu bod yn celu peth o'r amrywiad rhwng y gwahanol rannau o Gymru a'r gwahaniaethau sylweddol yn y niferoedd o siaradwyr Cymraeg.**

- **Ymddangosai fod yna wahaniaethau yn parhau rhwng siaradwyr Cymraeg a'r rheini na siaradai Gymraeg i'r dosbarthiadau llafuriol. Ar y cyfan roedd gan 16% o siaradwyr Cymraeg sgiliau rhifogrwydd isel iawn, o'i gymharu â 24% o'r rheini na siaradai Gymraeg. Unwaith eto, byddai angen dadansoddi'r ffigyrau hyn ymhellach er mwyn bod yn siwr o'u harwyddocâd.**



Canlyniad

Mae canlyniadau'r arolwg yma yn dangos fod yn rhaid i godi safonau sgiliau sylfaenol fod yn flaenoriaeth uchel. Mae'r canlyniadau yn dangos lefelau anwyddocaol o angen gydag 16% o'r boblogaeth yn meddu ar sgiliau llythrennedd isel iawn ac isel a 15% yn meddu ar sgiliau rhifogrwydd isel iawn. Os rhywbeth, mae'r ffigyrau hyn yn debygol o roi amcangyfrif is o raddfa'r angen oherwydd i bawb a fethodd ateb o gwbl gael eu gadael allan o'r dadansoddiad.

Mae'n anodd gwneud cymariaethau uniongyrchol a dibynadwy rhwng y ffigyrau hyn a'r rheini a gynhyrchwyd gan arolygon eraill yn cwmpasu Cymru a Lloegr oherwydd nad yw'r gorchwylion na'r gweinyddiad wedi bod yn union yr un fath. Gyda'r gorchwylion hyn mae'r canlyniadau yng Nghymru yn dangos lefel braidd yn uwch o namau nag yn yr arolwg Cymru a Lloegr.

Gyda darllen a rhifogrwydd mae canrannau cyffredinol y rheini gydag anghenion sgiliau sylfaenol yn debyg iawn. Mae bron bob arolwg a gynhaliwyd gan yr Asiantaeth yn dangos bod oddeutu 16% o'r boblogaeth o oedolion yn meddu ar nywfaint o broblemau gyda darllen, ac mae'r ffigwr o hyd yn uwch pan gynhwysir ysgrifennu. Yn yr un modd mae'r nifer o bobl gyda rhywfaint o broblemau rhifogrwydd yn unol ag arolygon eraill.

Nid oes yr un o'n harolygon blaenorol wedi cynnwys y grŵp oedran 16-18. Tra bod niferoedd y rheini yn yr arolwg Cymraeg yn y grŵp oedran hwn yn gymharol fach, mae'n drawiadol eu bod yn dueddol o sgorio'n isel ym mron bob gorchwyl. Mae hyn yn awgrymu pwysigrwydd rhaglenni er mwyn trafod eu anghenion.

Mae'r arolwg yn tanlinellu'r cysylltiadau cryfion rhwng sgiliau sylfaenol gwael a diweithdra. Mae'n dangos fod yna orchwyl bwysig i'w gwneud trwy ehangu cyfleoedd i wella eu llythrennedd a'u rhifogrwydd a chael siawns gyflawn o gyfranogi mewn cymdeithas.

Nodyn methodolegol

1. Cynlluniwyd y sampl i fod yn gynrychioladol, ar ôl pwysoli, o drigolion Cymru rhwng 16 a 64 a defnyddiwyd dull samplo cwota.

2. Yr uned samplo oedd dosbarth gweinyddol awdurdod lleol a detholwyd pwyntiau samplo (lleoliadau cyfweld) gyda thebygolrwydd detholiad yn gyfatebol i faint y boblogaeth o oedolion preswyl rhwng 16 a 64. Detholwyd cyfanswm o 150 pwynt yn y ffordd yma yn dilyn haeniad gyda'r wyth sir yng Nghymru ar y pryd.

3. Defnyddiwyd rheoliaethau cwota o fewn pob lleoliad cyfweld ar gyfer detholiad 20 o atebwyr. Roedd y rhain yn cyd-gloi ac wedi eu gosod mewn termau o statws gwaith (tri grŵp) a band oedran (pedwar grŵp) o fewn rhyw. Amcangyfrwyd y rheoliaethau i adlewyrchu proffil demograffig trigolion Cymreig rhwng 16 a 24 fel y dangosir yng Nghyfrifiad 1991 ac amcangyfrifon poblogaeth canol 1994.

4. Gorfodwyd y rheoliaethau ychwanegol canlynol yn ogystal:
   a) ni chafodd mwy nag un person o bob cartref ei gyfweld.
   b) canolbwyntiwyd cyfweld cyn hwyred yn y dydd â phosibl
   c) rhoddwyd cyfarwyddiadau i gael gafael ar nychwant yn nhermau dosbarth cymdeithasol
   ch) roedd y cyfweliadau i gymal yng nghartrefi'r atebwyr.

5. Cynhaliwyd bob gwaith maes gan ddefnyddio holiadur strwythuredig/dogfen iesu y cytunwyd arno/arni.

6. Cynhaliwyd pob cyfweliad yn Saesneg (yn hytrach nag yn Gymraeg) gan mai medrusrwydd wrth ddefnyddio Saesneg (ymhlith pethau eraill) oedd yr arolwg wedi ei gynllunio i'w asesu.

7. Dylid nodi, o fewn unrhyw adran o'r holiadur, pe bai atebwr yn rhoi tri ateb anghywir o'r bron, fod y cyfwelydd wedi mynd ymlaen i'r adran nesaf yn hytrach na dal ati i holi cwestiynau yn yr adran oedd yn achosi anhawster.

Nodyn methodolegol

8. Cwblhawyd cyfanswm o 2,853 o gyfweliadau, gyda gwaith maes yn cael ei ymestyn dros y cyfnod 20fed o Fedi hyd at yr 2il o Ragfyr 1995. Mae'r dadansoddiad yn yr adroddiad hwn yn seiliedig ar ddata defnyddiol ar gyfer ilythrennedd (2828) a rhifogrwydd (2061).

Dull gweithredu pwysoli a sampl a gyflawnwyd

9. Gorsamplwyd y grŵp oedran ieuengaf, 16 i 24, yn fwriadol ar draul atebwyr eraill. Roedd hi felly yn angenrheidiol er budd dibynadwyaeth ystadegol i bwysoli'r data wrth iddo gael ei dablu i ddychwelyd pob grŵp oedran i'w drawiad cywir o fewn y sampl cyfan.

10. Yn ychwanegol, fe'i hystyriwyd yn ddymunol i grosio'r wybodaeth gyfansymio lefelau poblogaeth ac ymgorfforwyd hyn o fewn y dull gweithredu pwysoli. Roedd hyn yn golygu defnyddio matrics 80 cell (pum grŵp oedran o fewn rhyw o fewn sir), gyda ffactorau pwysoli wedi eu hamcangyfrif drwy gyfeirio at amcangyfrifon *OPCS* canol blwyddyn (1994) diweddaraf y boblogaeth breswyl yng Nghymru.

11. Felly, groswyd y sampl cyfan o 2,853 a gyflawnwyd i 1,803,600 yn cynrychioli'r nifer amcangyfrifedig o drigolion Cymreig rhwng 16 a 64 yng nghanol 1994.